ED 277 811 AA 001 159

Resources in Education (RIE). Volume 22, Number 6.
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SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 87
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $56.00 (Domestic), $70.00 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 277 826 CE 045 972

Surprenant, Brian S.
Resource Guide for Sex Equity in Law Enforcement/Corrections.
Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

PUB DATE- Jun 86
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Affirmative Action; Citations (References); Compliance (Legal); *Correctional Institutions; *Correctional Rehabilitation; Employed Women; *Females; *Law Enforcement; *Police; Police Education; Sex Discrimination; *Sex Fairness; Sex Stereotypes; Sexual Harassment; Tokenism

This annotated bibliography contains descriptions of 90 books, papers, articles, and other materials concerning women in corrections and/or law enforcement. Each of the entries contains information about the author, source, type of publication, number of pages, and date, and a short synopsis of the work's content. Resources are rated according to the amount of applicability of their contents to sex equity in law enforcement and/or corrections. Works are indexed by categories in both corrections and law enforcement and by author. (KC)

ED 277 840 CE 046 062

Botterbusch, Karl F.
Short-Term Vocational Evaluation.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- May 83
NOTE- 199p.
AVAILABLE FROM- Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Case Studies; Diagnostic Tests; *Evaluation Criteria; *Evaluation Methods; Interviews; Models; Postsecondary Education; *Student Evaluation; Testing; *Vocational Evaluation; *Vocational Rehabilitation; Work Sample Tests

This guide is intended to assist vocational rehabilitation counselors in planning and conducting short-term vocational evaluations of clients. The first section discusses the elements that must be included in a comprehensive vocational evaluation. Next, strategies for conducting a vocational evaluation are explained. The next section, a case study of a one-week vocational evaluation, details the following six steps: initial review of the case, referral questions, selection of evaluation techniques, initial intake interview, plan modification, and exit interview. The fourth section includes descriptions of and materials from three model vocational evaluation programs representing three different settings (a vocational rehabilitation facility, a rehabilitation hospital, and a freestanding evaluation unit). David Van Ningen and Wayne Johansen describe the program at the Mankato Rehabilitation Center, Inc.'s Hamlet Project, Diane Aves and Ken Ogren discuss the vocational evaluation program of the Sister Kenny Institute, and Jeb Kaiser and Al Noll explain the program for vocational evaluation of the Vocational Development Center of the Stout Vocational Rehabilitation Institute. A list of references concludes the guide. Appendixes include an initial interview form; a sample case history; and a chart of useful tests and work samples with information on some or all of the following: significance of test scores, norm groups, test administration, test publisher/source, and Dictionary of Occupational Titles (DOT) codes and specific tasks addressed in the test. (MN)

Proceedings of the Annual Conference of the Association of Private Enterprise Education (11th, San Antonio, Texas, April 6-8,. 1986).

Association of Private Enterprise Education, Waco, TX.
PUB DATE- 86
NOTE- 160p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; *Business Administration; Business Education; Economic Development; *Economic Opportunities; *Education Work Relationship; *Entrepreneurship; Government Role; Learning Activities; Planning; Postsecondary Education; Public Policy; Risk; Secondary Education; *Small Businesses; Teaching Methods

Papers in these proceedings are grouped under the following headings: addresses, entrepreneurship, entrepreneurship education, free market economics, public policy, and economic education. Papers include "Economic Freedom and Private Enterprise" (Murray L. Weidenbaum); "Marxism and the Free, Capitalist Society" (Tibor R. Machan); "Knowledge, Ethics and the Case for a Free Market in Education" (John Gray); "Between Sterility and Dogmatism: The Morality of the Market and the Task of the Economics Teacher" (Paul Heyne); "Influences on Entrepreneurship" (Arnold C. Cooper); "Entrepreneurship: Some Recent Contributions in the Economics Literature" (Roland H. Koller, II); "Ideologies of Economics: Scientific Revolution and the Entrepreneur" (Felix R. Livingston); "Entrepreneurial Failures: Results from a Study of Business Bankruptcies in Minnesota" (Karl A. Egge); "Creating America: The Entrepreneurship of Beginning" (Gerald Gunderson); "Entrepreneurial Irruption in the World System" (Jared C. Lobdell); "Level of Personal Maturity Seen as Fuel for Entrepreneurial Spirit" (Robert N. Carter, Mark F. Hartley); "The Entrepreneurial and Collectivist Impulses: A Problem in Social Dynamics" (Dan C. Heldman); "Improving Student Attitudes toward Careers in Small Business Management" (Donald L. Brady); "The Educated Entrepreneurs" (Robert Ronstadt); "The Entrepreneurial Assessment Center" (Donald F. Kuratko, Ray V. Montagno); "Corporate Entrepreneurship: The New Educational Challenge" (Michael A. Evanchik, Rita Moore); "Owensboro Entrepreneurs Project" (Sally A. Asefa); "Exporters' Profiles and Export Constraints: A Study of Small and Medium Sized Firms in Minnesota" (Vivian Nazar); "Financial Analysis Made Easy: Using Financial Spreadsheets in Entrepreneurship and New Venture Courses" (George G. Eddy, et al.,); "School-Based Businesses in Georgia" (Elizabeth J. Gatewood, Paul F. DeLargy); "Adam Smith's 'Theory' of Investment in Human Capital" (Ronald Merchant); "Elements of a Free-Market Theory of Economic Progress" (Alan Rufus Waters); "All American Economics--Made in the U.S.A." (D. P. Diffine); "On the Role of the State in a Private Enterprise System" (Coldwell Daniel, III); "Small Business and Regulation--Foe or Friend?" (George W. Rimler); "Privatization of Public Services: A Model Applied to Urban Transit" (Cliff Atherton, Duane Windsor); "National Emergency and Private Property Rights" (Robert Higgs, Charlotte Twight); "Lessons from the Redlining Debate" (F. Jerry Ingram); "The Privatization of Prisons: An Overview" (Eugene Garaventa); "Student-Teacher Characteristics and Economic Literacy: A Middle Grade Study" (Luther D. Lawson, Margaret G. O'Donnell); "National Survey of High School Economics" (Bob Figgins, Gary Young); "A Practical Integration of Supply-Side Economics with IS-LM for Intermediate Level Students" (John B. McCall); "A Lesson in International Economics" (Saul Z. Barr); "Entrepreneurship--The Difference between Economic Systems--Man's Material Progress" (Sandor Balogh); "Uncertainty and Planning Failure" (H. C. Li); and "Comparing State Support of Higher Education" (G. W. Parker, Dorothy Anderson). (Some papers are abstracted, while most are presented in their entirety.) (KC)

ED 277 866 CE 046 114

Fellenz, Robert A.; Conti, Gary J.
Personal Assessment Guide and Learning Plan for Adult Basic Education Teachers. From Theory to Practice.
PUB DATE- 85
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Journal Articles (080)
DESCRIPTORS- *Adult Basic Education; *Adult Educators; *Independent Study; *Performance Contracts; *Professional Development; *Self Help Programs; Teacher Improvement; Worksheets
IDENTIFIERS- Knowles (Malcolm S)

This worksheet is intended to assist adult basic education teachers in organizing personal learning projects. Based on the learning approach advocated by Malcolm Knowles and a teacher training model developed through Project ACT, the worksheet includes information on the attributes of good teachers and development of a contract for self-directed learning. The following five major attributes of successful teachers are discussed: knowledge of adults as learners, knowledge of adult education principles, knowledge of content, knowledge of self, and display of critical helper behaviors. The second section describes a procedure for developing a self-directed learning plan calling for (1) assessing oneself in comparison with the aforementioned ideal attributes, (2) outlining a personal plan for making desired changes, (3) implementing the plan, and (4) periodically evaluating individual progress and modifying the learning plan accordingly. A sample check sheet for use in assessing personal attributes and developing an appropriate self-improvement plan concludes the document. (MN)

ED 277 879 CE 046 149

Sanders, Mark, Ed.
Technological Literacy: An Educational Mandate. Technology Education Symposium Proceedings (8th, Roanoke, Virginia, October 17-18, 1986).
Virginia Polytechnic Inst. and State Univ., Blacksburg.
PUB DATE- Oct 86
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Industrialization; Innovation; Mathematics; Postsecondary Education; Problem Solving; *Program Development; *Science and Society; Science Education; Secondary Education; *Technical Education; *Technological Literacy; Technology; Technology Transfer; Trade and Industrial Education
IDENTIFIERS- England

This document contains the following 16 papers presented at a conference on teaching technical education and technical literacy: "British School Technology and the Industry Education Unit" (Eric Bates); "The Development of Technological Education through Bedfordshire Local Education Authority to British School Technology" (Ron Denney); "The Illinois Center for Technological Literacy: A Response by the University of Illinois" (Thomas L. Erekson); "Technological Literacy through Educational Technology" (Minaruth Galey); "Technological and Civic Literacy: Symbiotic Relationship" (Anthony F. Gilberti); "Technological Literacy through Use of the Computerized Library" (Charlene Grass); "Mathematics: The Misunderstood Language of High Technology" (W. J. Haynie III); "Integrating the Systems of Technology" (Ronald E. Jones); "Technological Literacy: An Educational Challenge" (Franzie Loepp); "OM: College/University Creative Problem Solving Competition" (C. Samuel Micklus); "Technology Education in Southeast Virginia's Public Schools" (John M. Ritz, Robert F. Head, Paul L. Cummings, and James R. Doyle); "Assessing Students' Technical Reading Skills" (B. June Schmidt); "Technology Literacy Test" (Lee Smalley); "Beyond Tasks and Competencies to Problem Solving in Technology Education" (John C. Thomas); "Technological Literacy: An International Perspective" (Ronald D. Todd); and "A Leadership Model for Implementing Technological Literacy Education" (Robert E. Wenig). (KC)

ED 277 893 CE 046 185

McLean, Gary N.

Case Studies for Management Development in Bangladesh.

SPONS. AGENCY- World Bank, Washington, D. C.
PUB DATE- Sep 85
NOTE- 29p.; Prepared for the World Bank/Bangladesh Management Education and Training Project. For related documents, see CE 046 184-187.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Education; Adult Education; *Case Studies; *Decision Making; *Developing Nations; Employees; Foreign Countries; Higher Education; *Labor Relations; *Management Development; Motivation; *Professional Continuing Education; Teaching Methods
IDENTIFIERS- *Bangladesh; Government Business Relationship

Eight case studies appropriate for use in a course in management development were prepared and are provided in this document. The typical case describes a real business situation in which a real manager had to reach a decision. The case gives quantitative and qualitative information that is, or may be, relcvant to that decision. Questions for consideration to help students focus on problems of interest conclude each case study. Each of the case studies deals with a different problem and a different cast of characters. The case studies (and problems) are as follows: Bangladesh Sea Products Ltd.--Parts I and II (decision making, labor relations); Sanitation Products of Bangladesh Ltd. (decision making, new product development); Bangladesh Pharmaceutical Products Ltd. (employee motivation, labor relations); XYZ (Bangladesh) Ltd. (employee motivation, labor relations); H & H (Bangladesh) Ltd. (succession, labor relations); ABC (Bangladesh) Ltd. (labor relations); and Towers (Bangladesh) Ltd. (working with the government). Following the case studies are sections on how to write a case study, how to teach using case studies, and how to solve case studies (student notes). (YLB)

ED 277 907 CG 019 588

Beisecker, Analee E.; Fuemmeler, Elizabeth F.
The Companion's Role in the Doctor-Elderly Patient-Companion Interaction.

PUB DATE- Nov 86
NOTE- 16p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Interpersonal Communication; *Older Adults; Parent Child Relationship; *Physician Patient Relationship; *Spouses
IDENTIFIERS- *Adult Children

Based on Beisecker's earlier finding that patients over age 60 brought companions to their medical appointments more often than did patients aged 25-59, a study was conducted to examine the role of the companion. Eleven of 21 patients aged 60-85 brought companions. Companions were either spouses or adult children of the patients. Within this group, there was a significant difference between age and presence of a companion (mean age with companion was 72.36; mean age without companion was 65.60). There was no significant difference in length of interaction for patients with and without companions, indicating that the companion, by speaking, took time away from the patient. Tape-recordings of the 11 patients with companions were analyzed by coding comments in six interactive modes: doctor to patient, doctor to companion, patient to doctor, companion to doctor, patient to companion, and companion to patient. Interactions were divided into three segments: history, physical examination, and feedback. Results revealed that 15.65% of comments were directed from doctor to companion, whereas 22.15% were directed from companion to doctor, indicating that the companion responded or initiated comments when the doctor was not addressing him or her. Companion communication occurred in history and feedback segments with little activity during the physical examination. Companions played three roles: watchdog, significant other and surrogate patient. (Author/NB)

ED 277 921 CG 019 603

Buckner, John C.; And Others
Primary Prevention in Mental Health: An Annotated Bibliography.
National Inst. of Mental Health (DHHS), Rockville, MD.
REPORT NO.- DHHS-ADM-85-1405
PUB DATE- 85
NOTE- 441p.
CONTRACT- 82M044798S01D
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Annotated Bibliographies; Child Abuse; Crisis Intervention; Family Problems; Mental Disorders; *Mental Health; Parent Education; *Prevention; Program Development; Social Support Groups; Training
IDENTIFIERS- *Primary Prevention

This document presents an annotated bibliography of 1,008 references on the subject of primary prevention in mental health. The bibliography is divided into 20 sections, each containing cross-references. Section I includes citations providing general perspectives on primary prevention. Section II provides a perspective on publications that discuss issues and debates about primary prevention. Section III presents an overview of how the idea of primary prevention has spread among mental health professionals and workers in allied fields. Section IV focuses on early intervention approaches with children, and section V deals with competence building in children, adolescents, and adults. Primary prevention through parent training is considered in section VI. Section VII concerns the prevention of child abuse, section VIII focuses on couples and families, section IX considers primary prevention with specific populations, and section X addresses primary prevention of specific mental disorders. Crisis intervention and preventive interventions following a specific stressful life event are covered by sections XI and XII. Section XIII focuses on social support, section XIV considers primary prevention through changing the social context, and section XV examines how communications technologies can disseminate primary prevention information. Section XVI deals with mental health promotion. Section XVII is organized around specific settings for the implementation of primary prevention programs. Articles in section XVIII concern issues of developing, coordinating, and evaluating primary prevention programs. Section XIX addresses issues of training and section XX includes a cross-reference list of citations published before 1960. An author index is included. (NB)

ED 277 936 CG 019 618

Quackenbush, Marcia; Sargent, Pamela

Teaching AIDS: A Resource Guide on Acquired Immune Deficiency Syndrome.

REPORT NO.- ISBN-0-941816-25-7
PUB DATE- 86
NOTE- 116p.
AVAILABLE FROM- Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Communicable Diseases; Community Education; *Health Education; High Schools; *Public Health; *Sexuality; Teaching Guides; Two Year Colleges; *Venereal Diseases
IDENTIFIERS- *Acquired Immune Deficiency Syndrome

This document is a resource guide designed for teachers, youth leaders, and health educators as a practical and relevant approach to integrating information on Acquired Immune Deficiency Syndrome (AIDS) into their existing courses. The curriculum is written in language appropriate for teenagers, junior college students, and the young adult community. It is divided into four sections. Section 1, The Curriculum, discusses reasons for teaching about AIDS, how to use the curriculum, guidelines for teaching high school students about AIDS, basic information on AIDS, and safe and unsafe sexual activities. A sample lecture is provided. Section 2, Teaching Plans, contains an introduction and seven plans which present different approaches to teaching about AIDS in the classroom: (1) The Basic AIDS Unit: A One-Class Module; (2) Public Response to AIDS; (3) Civil Rights Issues and AIDS; (4) Epidemics and AIDS; (5) Sexually Transmitted Diseases and AIDS; (6) The AIDS Virus; and (7) Pursuing a Medical Mystery--The Story of AIDS. Section 3 provides teaching materials, including six worksheets and a test. Section 4 contains background materials on AIDS. In addition to worksheets and teaching plans covering the medical, social, and legal aspects of AIDS, the guide provides suggestions for talking about sexuality in the classroom, troubleshooting tips for teachers, staying updated on AIDS information, and AIDS resource listings. (NB)

ED 277 951 CG 019 633

Clark, Kay, Comp.
Sexual Abuse Prevention Education: An Annotated Bibliography. 1986-1987 Edition.

REPORT NO.- ISBN-0-941816-21-4
PUB DATE- 85
NOTE- 70p.
AVAILABLE FROM- Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Child Abuse; Elementary Secondary Education; *Instructional Materials; *Prevention; *Sexual Abuse

This annotated bibliography is intended to provide a comprehensive listing of resources for educators, parents, and other professionals who work in the field of child sexual abuse prevention education. Except for works considered to be classics in the field, all entries have been published since 1980. All entries are relevant to child sexual abuse with a focus on prevention education. More than 250 citations are included under the headings of: (1) Books for Adults; (2) Books for Children; (3) Booklets, Pamphlets and Miscellaneous Teaching Aids; (4) Curricula and Leader Guides; (5) Films and Audiovisual Materials for the Classroom; and (6) Films and Audiovisual Materials for Teachers, Parents and Professionals. Editorial comments are limited; annotations note children's books addressing multi-ethnic groups in illustrations, books focusing on the "dangerous stranger" view of preventing child sexual abuse, and publications containing information applicable only in a particular locale. Names, addresses, and, when available, telephone numbers are listed with each item in the Curricula and Leader Guides and the Booklets, Pamphlets and Miscellaneous Teaching Aids sections. Distributors for audiovisual materials appear at the end of the bibliography. It is noted that the sensitive nature of the subject demands careful screening and tailoring of materials for individual needs. (NB)

ED 277 966 CG 019 648

Fobes, James L.
Training Lessons Learned from Peak Performance Episodes.
Army Research Inst. for the Behavioral and Social Sciences Field Unit, Presidio of Monterey, CA.
REPORT NO.- ARI-TR-711
PUB DATE- Jun 86
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Behavior Patterns; *Behavior Theories; *Military Personnel; Military Training; Performance; *Performance Factors; Sport Psychology
IDENTIFIERS- *Peak Performance

A major challenge confronting the United States Army is to obtain optimal performance from both its human and machine resources. This study examines episodes of peak performance in soldiers and athletes. Three cognitive components were found to enable episodes of peak performance: psychological readiness (activating optimal arousal and emotion appropriate for the task), information processing (attending to and interpreting key stimuli), and endurance management (controlling fatigue and pain for sustained performance). There is also evidence suggesting that endorphins underlie these three processes. Accordingly, performance can be enhanced through two strategies. One technique is teaching self-regulation of endorphin levels. The other more immediately available solution is to use contemporary sports psychology training techniques to optimize cognitive processes underlying superior performance. With either strategy, optimal performance will result from an enhanced ability to cope specifically and continuously tailored to meet the conditions and demands of a particular activity. A seven-page reference list is included. (Author/ABL)

ED 277 979 · CS 008 601

Woodley, John W.
Perception in a Psycholinguistic Model of the Reading Process. A Research Report. Program in Language and Literacy Occasional Paper No. 11.
Arizona Univ., Tucson. Coll. of Education.
PUB DATE- Jul 84
NOTE- 34p.
AVAILABLE FROM- Program in Language and Literacy, College of Education, Room 504, University of Arizona, Tucson, AZ 85721 ($3.00 including postage).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Higher Education; Language Acquisition; *Reader Text Relationship; *Reading Processes; *Reading Research; Visual Learning; Visual Measures; *Visual Perception
IDENTIFIERS- *Goodman Model of Reading

To gain a better understanding of visual perception in reading, a study tested the predictive validity of the Goodman Model of Reading by measuring the extent to which 82 college students (graduate and undergraduate) were able to perceive and accurately report 10 lines of print. It also attempted to integrate research conducted over the past 100 years using the tachistoscope with current knowledge of perception in reading. Results indicated that visual perception is affected by, but not limited to, what is visually available and that perceivers' cognitive schema are actively involved in the perception of visual information. Findings also showed that subjects' knowledge of the redundancy of language enhanced perception and allowed for more efficient, accurate, and complete visual perception. Analyses showed that an English sentence was perceived more accurately than an English word, that a word was perceived more accurately than a "pseudoword," and that a pseudoword was perceived more accurately than a line with an unnatural word order. In short, the more a line approximated written English, the more accurately it was reported. (Statistical tables and a four-page list of references are included. An appendix lists the lines of print in the form and sequence of their

presentation in the study.) (JD)

ED 277 993 CS 008 649

Johnson, Marjorie Seddon; And Others
Informal Reading Inventories. Second Edition. Reading Aids Series, IRA Service Bulletin.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-231-2
PUB DATE- 87
NOTE- 164p.; For the first edition, see ED 072 437.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (Book Number 231, $6.50 member, $9.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; Elementary Education; *Informal Reading Inventories; *Reading Achievement; Reading Comprehension; *Reading Diagnosis; Reading Skills; *Reading Tests; Test Use

Representing a comprehensive description of the use of informal reading inventories (IRIs), this book is designed to provide teachers and reading specialists with practical strategies for forming diagnostic impressions that are useful for planning reading instruction. Respectively, chapters discuss (1) the purpose and nature of IRIs; (2) estimating reading levels from IRIs; (3) administering, recording and scoring individual IRIs; (4) diagnostically interpreting the results of IRIs; (5) individual word recognition tests; (6) constructing informal reading inventories and word recognition tests; (7) and group informal reading inventories; and (8) conclusions. It is argued that the best IRIs evaluate reading through procedures that are as close as possible to natural reading activities and that they attempt to achieve a close fit between assessment and instructional materials. Further, it is emphasized that teachers must have a sound understanding of both the reading process and the flexible, diagnostic uses of IRIs before using them either to determine a child's reading level or to answer specific instructional questions. The appendix, which comprises almost half of the book, presents comprehensive reports and interpretations of the results of the administration of IRIS to three children. The discussion of these cases illustrates how numerical criteria and qualitative considerations are combined to estimate reading and listening level. (JD)

Bowman, Harry L.; And Others
Characteristics of U.S. Navy Recruits on Reading Comprehension and Educationally Related Variables: A Twelve-Month Profile from June, 1985 to May, 1986.
PUB DATE- Nov 86
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; Data Analysis; *Military Personnel; *Reading Comprehension; Reading Improvement; *Reading Research; Remedial Programs; *Remedial Reading
IDENTIFIERS- Armed Services Vocational Aptitude Battery; Gates MacGinitie Reading Tests

A study was conducted to investigate the reading comprehension and educationally related characteristics and relationships that describe the Navy's recruit population. The variable of primary interest was the recruit's reading comprehension grade level score; other variables were years of education, aptitude score, high school graduation status, and month of entry into the Navy. The study was conducted because the variability in the numbers of recruits who need reading remediation in language skills would have a direct effect on the requirements for staffing and instructional materials. More than 82,000 recruits (who entered the service between June 1985 and May 1986) took the Gates-MacGinitie Reading Comprehension Test and the Armed Services Vocational Aptitude Battery. Data analyses of their scores revealed that the typical Navy recruit completed slightly less than 12 years of education, with reading comprehension near the twelfth grade level. Findings suggest that the recruit population remains relatively stable, showing only slight variability with regard to years of education, reading comprehension skills, and aptitude scores. However, from month-to-month the recruits vary on reading, graduation status, and the number who read below grade six. (NKA)

ED 278 020 CS 210 218

Ball, Brenda; Stafford, Mary Ann
Synaesthetic Writing: A Six-Weeks Unit on Creative Writing.
Pine Bluff School District 3, Ark.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock.
PUB DATE- 86
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Appreciation; *Creative Writing; High Schools; *Integrated Activities; *Music Appreciation; *Short Stories; Teaching Methods; Visual Stimuli; Writing Exercises; *Writing Instruction; Writing Processes; Writing Research
IDENTIFIERS- *Synaesthetic Writing

Using music and the visual arts as stimuli in the teaching of short story writing, the six-week course described in this guide is designed to improve students' appreciation of elements common to these art forms and to increase their use of these elements in their creative writing. The guide points out that attitude surveys have shown that these stimuli increase students' interest and enjoyment in writing as well as the quality of their fiction writing. Specifically, course objectives listed include (1) the improvement of descriptive, narrative, and critical writing skills; (2) the production of simple art works, such as concrete expressions of abstract ideas; and (3) an increased appreciation of classical music and the visual arts. A day-by-day action plan calendar provides a brief overview of course activities. Weekly lesson plans, comprising the bulk of the guide, detail each day's activities using the following categories: objectives, procedures, materials, vocabulary terms, and evaluation. Handouts, tests, answer sheets, illustrations, and examples are included. A list of vocabulary terms pertaining to writing is provided, as are materials and resources to be used throughout the course. An attitude scale, an evaluation score sheet, student and teacher comments, and sample short stories are appended. (JD)

ED 278 034 CS 210 272

Bogdan, Deanne

Literature, Values, and Truth: Why We Could Lose the Censorship Debate.

PUB DATE- May 86
NOTE- 21p.; Paper presented at the Annual Meeting of the International Conference on the Teaching of English (4th, Ottawa, Ontario, Canada, May 11-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Freedom; Aesthetic Values; *Censorship; Community Attitudes; Community Influence; Elementary Secondary Education; Evaluative Thinking; Foreign Countries; Freedom of Speech; Humanism; *Language Attitudes; *Literature Appreciation; *Moral Issues; Moral Values; Persuasive Discourse; Reader Response; *Reader Text Relationship; Religious Differences; Religious Factors; Value Judgment
IDENTIFIERS- Ontario; Religious Fundamentalism

The humanist position for the teaching of values can be turned against English teachers and literature education when it is based primarily on the assumption that literature directly portrays life, a strategy which was used by a religious fundamentalist group, Renaissance Peterborough, in its dispute with officials of Peterborough County, Ontario, during a censorship controversy. The fundamentalists argued at a more sophisticated level than that of interpretative literalism, stressing the sociological implications of reading in context, as well as the aesthetic and literary. The teachers maintained, on the one hand, that critical detachment from the text ensures that students will not be co-opted by its moral "dicta," and on the other, that the educational value of literature lies in its capacity to alter their lives for the better. The literary text by virtue of its literariness is open to manifold interpretations. Currently, literature itself, both as an art and as a discipline, is under siege, not only from censors but also from sociology, poststructuralist criticism, linguistics, information theory, and back-to-basics heresies about the redundancy of the literary in conceptions of literacy. Educators are thus forced to re-examine the relationship between word and idea, image and action, and literature and life. (NKA)

ED 278 048 CS 210 291

Collins, John
The Effective Writing Teacher: Eighteen Strategies.
NETWORK, Inc., Andover, MA.
PUB DATE- 85
NOTE- 80p.
AVAILABLE FROM- The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main St., Andover, MA 01810 ($6.50 plus $2.00 postage and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Elementary Secondary Education; Instructional Improvement; *Program Evaluation; *Teaching Methods; Writing Evaluation; Writing Improvement; *Writing Instruction; *Writing Processes

Focusing on the process approach to writing instruction, this book presents 18 instructional strategies organized around the four essential stages of the writing process: prewriting, drafting, editing, and sharing. Chapter 1 contains a program assessment survey to help teachers evaluate their current writing program and decide which strategies to adopt. Chapters 2 through 5 present 18 strategies, among them the "critical six" strategies, which constitute the preconditions of a good writing program, and encourage teachers to provide opportunities for students to (1) discuss clarify writing assignments before writing, (2) get more information about the writing topic, (3) ask about the criteria that will be used to correct the assignment, (4) review and revise written work completed earlier in the year, (5) edit each other's papers before they are handed in, and (6) read written work aloud to individuals or small groups. Chapter 6 includes a copy of a letter that teachers might send to parents to both explain the process teaching method and suggest ways to encourage children to write at home. Chapter 7 describes a plan for effectively teaching writing using only five hours of class time per month. Chapter 8 helps teachers determine what writing skills to teach. The final two chapters offer further advice and suggest sources of information on effective writing instruction. (JD)

ED 278 063 CS 505 468

McDonald, Daniel G.; Glynn, Carroll J.
Television Content Viewing Patterns: Some Clues from Societal Norms.
PUB DATE- May 86
NOTE- 26p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Analysis; *Behavior Patterns; Content Analysis; Data Analysis; Mass Media; *Mass Media Effects; Media Research; *Parent Attitudes; Parent Child Relationship; *Social Behavior; Social Control; Television Research; Television Surveys; *Television Viewing
IDENTIFIERS- *Intergenerational Attitude Transference

Focusing on how television viewing fits into a general model of consumer consumption patterns, a study examined (1) the extent to which the viewing of certain television content can be considered a "norm" of society, (2) similarities and differences between the norms for adults and those for children, and (3) some of the antecedents of beliefs about the appropriateness of TV viewing behavior related to a variety of content. Research was based on a cross-sectional survey of adults in a southeastern city. Telephone interviews were conducted with 285 individuals (a 70% response rate) who were asked for their reactions to a potential television viewing situation involving: (1) an adult; or (2) a preschool child. Five types of program content were identified: crime/adventure shows, news programs, sports, cartoons, and adult movies on pay TV. Factors analyzed included viewing norms of adults, norms of adult opinion on appropriate content for child viewing, and some individual factors associated with these norms. Results indicated that there are social norms geared toward some types of television content, and that different types of viewing behavior are normative for adults, as opposed to children. Results suggested that adherence to the norm, rather than similarity of viewing should be a main focus on research on intergenerational transfer of viewing patterns. (Three pages of references and three tables of data are included.) (NKA)

ED 278 076 CS 505 492

Calabrese, Andrew M.
The Electronic Journal: A Review of Trends and Their Implications for Scholarly Communication.
PUB DATE- Apr 86
NOTE- 35p.; Paper presented at the Annual Meeting of the Central States Speech Association (Cincinnati, OH, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Communications; Copyrights; Database Producers; Databases; Diffusion (Communication); Educational Media; *Electronic Publishing; Information Dissemination; Information Retrieval; *Information Storage; Input Output Devices; Library Collections; *Online Systems; Online Vendors; Optical Data Disks; Periodicals; *Publishing Industry; Research Tools; *Scholarly Journals; User Needs (Information); Users (Information); Videotex; Writing for Publication
IDENTIFIERS- *Electronic Journals; Europe

The evolution of scholarly publishing is a good illustration of recent changes in technology. Many organizations are developing and operating electronic publishing systems that will change the way scholars, scientists, and technical professionals access information. Scholars obtain access to periodical literature in their fields through journal subscriptions, book purchases, library use (including photocopying), interlibrary loan, article reprints, and a few other less frequently used services. In the United States, there are several commercial vendors of electronic full text databases. Although most electronic publishing systems in use today rely on telecommunications, distributed storage media with dense capacity such as compact disk read-only memories (CD-ROMs) are becoming more popular. Electronic publishing may change the content, process, and format of journals. The concept of electronic journals remains largely a concept, yet one that is driving a great deal of research, development, and entrepreneurship. Publishing standardization, the rising cost of print journal publication, and the increasing power and rapid decline in prices for microcomputers, storage, and output devices, give rise to a reasonable expectation that electronic journals will be a viable channel for scholarly communication. (SRT)

ED 278 089 EA 019 067

McCune, Shirley D.
Guide to Strategic Planning for Educators.
Association for Supervision and Curriculum Development, Alexandria, Va.
REPORT NO.- ISBN-0-87120-140-2
PUB DATE- 86
NOTE- 92p.
AVAILABLE FROM- Publication Sales, Association for Supervision and Curriculum Development, 125 North West Street, Alexandria, VA 22314 (Stock No. 611-86044; $6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Decentralization; *Demography; Economic Factors; *Educational Planning; Elementary Secondary Education; Employment Patterns; Family Characteristics; Futures (of Society); *Leadership Responsibility; Planning; *Problem Solving; *Technological Advancement
IDENTIFIERS- *Information Society; *Strategic Planning

The industrial age is giving way to a new society, an information age first seen in the economic sector and now transforming U.S. social, political, organizational, and personal lives. Educational institutions must reorganize to meet the changing conditions of this new society. To help schools with strategic planning efforts, the three chapters of this publication explore the content, the process, and the leadership capabilities involved. The first chapter examines the forces affecting education, including economic restructuring factors: the nature of work, the power driving society (technology), the global economy, employment patterns, and work force composition. Demographic shifts (aging populations, racial and ethnic factors, family patterns, and sex roles) and organizational changes are also examined. Chapter 2 describes the strategic planning process and how it can address these conditions. Chapter 3 examines the leadership dimension of strategic planning, including four major elements that can significantly improve most districts' management systems: (1) information systems for decision-making, (2) a common sense of direction, (3) stakeholder participation, and (4) linkages among units. The chapter closes by listing characteristics of effective leaders. Included are several figures and 21 references. Appendices include an outline of probable directions for educational restructuring, external and internal scanning checklists, a pattern analysis of national planning assumptions, and an example of data analysis. (MLH)

ED 278 102 EA 019 098

Al-Rubaiy, A.; And Others
Economic Prosperity and Utilization of Human Resources in Iraqi Education.
PUB DATE- Oct 86
NOTE- 16p.; Paper presented at the Midwest Regional Conference of the Comparative and International Education Society (Chicago, IL, October 16-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Organization; Developing Nations; Early Childhood Education; Educational Needs; Educational Objectives; Elementary Secondary Education; Enrollment; *Enrollment Trends; Foreign Countries; Labor Force Development; *National Programs; Postsecondary Education; *School Organization
IDENTIFIERS- *Iraq

Since Iraq gained independence in the 1930s and particularly since it became a republic in the 1950s and began earning oil revenue, efforts to improve Iraqi education have received increasing attention. By 1984 the educational system had achieved the ability to enroll every child reaching the age of six, and a national campaign to reduce illiteracy among those aged 15 to 45 was under way. Iraq now has an educational system in place offering preprimary, primary, intermediate, secondary, and higher education. The system is segregated by sex at the intermediate and secondary levels, but this segregation is slowly breaking down. Secondary education is split into general and technical/vocational tracks. Higher education is available at six universities (as well as other institutions) for students receiving good grades in the general secondary program. Enrollment at all levels increased substantially from 1968 to 1984; the annual rate of increase ranged from 14 percent at the primary level to 36 percent in secondary vocational schools. Despite these increases, Iraqi education still faces severe underenrollment (considering Iraq's manpower needs) in technical programs, higher education, and teacher training, and must significantly increase instructional and administrative staffing at all levels. (PGD)

ED 278 116 EA 019 113

Worth, Walter H.
Reflections on the Political Future of School Boards.

PUB DATE- 21 Nov 86
NOTE- 8p.; Paper presented at the Meeting of the Trustees' Academy of the British Columbia School Trustees' Association (Vancouver, British Columbia, Canada, November 21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Board of Education Role; *Boards of Education; *Educational Trends; Elementary Secondary Education; Foreign Countries; Futures (of Society); Political Influences; Politics of Education; Power Structure; State School District Relationship
IDENTIFIERS- *Canada

The Canadian population's belief in the values of effective leadership, proven competence, and responsive representation of society's interests have led to the development of an educational system in which (1) the central provincial government exercises greater power over education than do local boards, (2) local boards generally bow to the expertise of education professionals, and (3) the small size of their constituencies ensures that local boards will effectively represent local interests. The relative weight placed on the values of leadership, competence, and representation varies with social conditions. Current conditions affecting these values include a restrictive economy, an interdependent and mobile citizenry, demands for equity in educational achievement rather than in educational opportunity, expanding provincial control, growing teacher expertise and power, and increasing diversity in the demands made on schools. The current rebalancing of values could lead to a reduction in school board authority. On the other hand, a revival of concern for representation could lead to increased board authority. If the latter scenario is followed, school boards should consider (1) establishing voting wards within districts to enhance the representation of narrower constituencies, (2) becoming more active in party politics, (3) making sure key minorities are represented, and (4) ensuring teacher representation on the board. (PGD)

ED 278 129 EA 019 127

Gustafson, Glenn
A Structural Analysis of the Public's Assessment of the Public Schools.
PUB DATE- 87
NOTE- 33p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Community Change; Community Size; Demography; *Educational Attitudes; Elementary Secondary Education; Financial Needs; Migration; Parents; *Participative Decision Making; *Public Opinion; *Public Schools; *Public Support; *Social Attitudes; *Socioeconomic Influences; Surveys
IDENTIFIERS- Gallup Poll

This document reports on the results of a study of the demographic and socioeconomic characteristics of community participants in the educational decision-making processes. The research utilized the results of the Gallup Polls of the Public's Attitude toward Education for the years 1974, 1977, 1980, and 1983. The data sets of the Gallup Polls were used to examine the relationship between high or low assessments of the public schools and the following variables: parental status, education, age, gender, city size, academic problems, social problems, religious preference, and geographic region. Only four variables--parental status, age, city size, and academic problems--were found to be significant for all four of the years tested. Parents were found to be significantly more positive about the public schools than were nonparents. People over age 50 revealed a relatively more positive assessment than people under 30. People living in cities with a population over 500,000 were less positive about public schools than people living in midsized cities (between 10,000 and 500,000). Lower grades were given to schools in communities where the public perceived academic problems in the schools. Two tables are included. An appendix provides questionnaire item statements and four references. (IW)

ED 278 142 EA 019 141

Hare, Dwight
Local School Finances in Louisiana: Disparities, Discrepancies, and Disgrace.
PUB DATE- 86
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Finance Reform; *Financial Problems; *Property Taxes; Public Education; *School Taxes
IDENTIFIERS- *Louisiana

Because Louisiana is facing financial difficulties, the impact of reductions in federal aid since 1980 has been severe. With a state economy dependent on gas, oil, and agriculture, Louisiana suffers when oil prices are low and farming costs are high. Reduced tax income for the state lowers state spending, forcing additional enterprises out of business. Louisiana is left with a shrinking tax base at a time when state and local support for education must be increased. The major source of income for local schools is the property tax. Homestead exemption regulations shift the burden of taxation onto businesses and commercial property. Shrinkage of the local tax base results in disproportionate school funding. Small financial disparities between districts can result in large educational disparities for students. Efforts at educational reform require additional money and can lead to further regressivity of the taxing system. Just as school financial situations are best understood in terms of the local context, proposals for alternative, equitable financing must be based on local variables. A table of revenue sources for selected Louisiana districts is provided and three pages of references are included. (PGD)

ED 278 155 EA 019 155

The National Survey of Private Schools, 1985-86: Early Tabulations.
ED TABS: Education Data Tabulations.

Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- OERI-CS-87-301
PUB DATE- Oct 86
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Catholic Schools; Data Collection; Elementary Secondary Education; *Institutional Characteristics; National Surveys; *Parochial Schools; *Private Schools; *Statistical Surveys; Teacher Attitudes; *Teacher Characteristics

The Center for Education Statistics conducted the 1985-86 private school study to collect data on private elementary and secondary schools and teachers within these schools. This is the first national study to collect information directly from private school teachers. Representatives of the private school community helped develop the study questionnaires, and several private school organizations endorsed the study and helped with data collection. The study was a multistage probability sample of American private schools in existence since 1983, the time of the last study. Teachers were randomly selected from sampled schools by telephone, with an average of six teachers per school. Of the 1,387 eligible schools, responses were obtained from 1,174, or 85 percent. A total of 5,295 teacher questionnaires were completed, for a 76 percent response rate. The school questionnaire collected data on religious orientation, enrollment by grade level, teacher salaries, number of paid and volunteer staff, tuition, types of programs, public funding, attendance requirements, and years of operation. Additionally, secondary school participants answered questions regarding graduation requirements, advanced placement programs, 1984-85 graduates, and standardized test scores. The teacher questionnaire obtained data on education and training, teaching experience, full- or part-time status, teaching assignment, hours spent on school-related activities, salary, opinions on educational goals and progress, and demographics. A survey form and 30 tables are included. (MLH)

ED 278 169 EA 019 172

Leithwood, Kenneth Arthur
The Role of the Secondary School Principal in Policy Implementation and School Improvement.
Ontario Inst. for Studies in Education, Toronto.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-1972-0
PUB DATE- 86
NOTE- 169p.
AVAILABLE FROM- Publication Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6 Canada.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Policy; Administrator Education; *Administrator Evaluation; Administrator Role; Decision Making; Educational Change; Educational Improvement; Elementary Education; Foreign Countries; Inservice Education; Instructional Leadership; Performance Factors; Policy Formation; *Principals; Program Effectiveness; *Program Implementation; Research Needs; *School Effectiveness; School Organization; Secondary Education; Surveys
IDENTIFIERS- *Ontario; *Policy Implementation

This survey project of 129 randomly selected school systems in Ontario, Canada, investigates: (1) dominant patterns among secondary principals' practices and their effectiveness in the improvement of school processes and outcomes; (2) differences in practices between elementary and secondary school principals; (3) factors determining secondary principals' policy implementation; and (4) needs for preservice and inservice education and selection and appraisal. Data summaries appear throughout the report. Section 1 presents the project overview. Section 2 addresses the first objective, to investigate effectiveness. Following 37 interviews, principals were rated according to a profile based on four levels of effectiveness, which incorporated categories relevant to school improvement. The second and third objectives (differences in practices and factors determining policy implementation) are reported in section 3. Elementary and secondary principals were interviewed, and profiles were compared. Advantages among secondary principals, who work in large schools, include delegation of responsibilities to more staff; smaller school elementary principals have better staff communication. Section 4 provides tables of influential factors perceived by principals; agreement with staff and administrators ranks highest in policy implementation. Sections 5 and 6 analyze preservice and inservice education and selection and appraisal (the fourth objective). Section 6 establishes topics for inservice. Recommendations include investigation of school systems' diverse motivations toward exemplary practices and dissemination of knowledge about administrative effectiveness. Sections conclude with references; interviews are appended. (CJH)

ED 278 182 EC 191 727

Murphy, Linda, Ed.; DellaCorte, Suzanne, Ed.
Special Parent, Special Child: Practical Pointers for Parenting Handicapped Children. Volume 2, Nos. 1-6, January-December 1986.
PUB DATE- 86
NOTE- 49p.; For the 1985 issues, see ED 263 699.
AVAILABLE FROM- Lindell Press, Inc., P.O. Box 462, South Salem, NY 10590 ($15.00 year, $3.00 per issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Modification; *Child Rearing; *Disabilities; Learning Activities; *Learning Disabilities; Nutrition; Parent Role; *Psychological Testing; *Sex Education

The six 1986 issues of this newsletter for parents of handicapped children contain lead articles with the following titles: "Understanding Psychological Tests" (includes intelligence tests, achievement tests, personality tests and parental do's and don'ts); "Sex Education for the Special Person" (e.g., purpose of sex education, parental do's and don'ts, other information sources); "Learning Disabilities" (identification of learning disabilities, learning disability patterns, do's and don'ts, and definitions of terms); "Home Is the Learning Center" (kitchen learning activities, chores as a learning opportunity, do's and don'ts, and grooming); "Behavior Modification in the Home" (what behavior modification is, changing behavior, modifying negative behavior, time out, and do's and don'ts); and "Nutrition" (menu planning, making mealtime pleasant, motivating the poor eater, snacks, the overweight child, fast food, and do's and don'ts). (DB)

ED 277 812 CE 045 066

Parents as Partners in Reducing Sex-Role Stereotypes in Vocational Education.

Wyoming Univ., Laramie. Dept. of Vocational Education.

SPONS. AGENCY- Wyoming State Dept. of Education, Cheyenne.
PUB DATE- 85
NOTE- 51p.; Appendixes A and B are not included.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Choice; *Change Strategies; Fathers; Mothers; *Parent Education; *Parent Role; Postsecondary Education; School Choice; Secondary Education; Sex Bias; *Sex Stereotypes; *Vocational Education

This handbook is intended to assist vocational education teachers and guidance counselors in working with parents to reduce sex-role stereotyping in vocational education and employment. Discussed first are recent developments in the area of ensuring equity in vocational education and parent involvement in career decisions. A list of pertinent definitions is provided. The next sections examine the issues of family influence, assumed male and female characteristics, and sex bias in the language. Covered in a section on legislation pertaining to equity in education are Title IX of the Education Amendments of 1972, the Women's Educational Equity Act of the Education Amendments of 1974, the Vocational Education Act as amended by the Education Amendments of 1976, and the Carl D. Perkins Vocational Education Act of 1984. The rationale for equity in educational and employment opportunities and pertinent trends in employment patterns and enrollments in vocational education programs are examined. The next section, which sets forth a model of career choice as a developmental process, includes specific goals for sex-fair career education activities at the K-6, 7-8, 9-10, 11-12, and postsecondary grade levels. The occupations included in the 15 career cluster areas of vocational education are listed. Concluding the guide are lists of actions that teachers can take to eliminate sex-role stereotyping in vocational programs and to counsel parents in how to work to eliminate sex bias. (A final project report detailing the procedures followed in developing the handbook is included.) (MN)

ED 277 827 CE 046 026

Stevenson, Bill; Bowers, Ellen

Qualities Employers Seek in Employees.

SPONS. AGENCY- Ohio State Advisory Council for Vocational Education, Columbus.

PUB DATE- 86

NOTE- 10p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Basic Skills; Computer Literacy; *Educational Needs; *Education Work Relationship; Employee Attitudes; *Employer Attitudes; Employment Potential; *Employment Qualifications; *Entry Workers; Job Skills; Program Improvement; Secondary Education; Semiskilled Workers; *Vocational Education; Work Attitudes

IDENTIFIERS- Ohio

Personal interviews were conducted with persons involved in the hiring process in 60 companies throughout Ohio to determine what qualities they seek when they hire young, inexperienced workers at beginning skilled or semiskilled levels. Companies, selected to represent all sections of the state, varied in size. The study found the following: (1) there was a strong desire on the part of employers to hire job applicants who have some job skills and a positive work attitude; (2) the basics are important only to the extent and in the form required to perform on the job; (3) writing and speaking as well as interpersonal skills, appearance, and personal life skills were considered to be advantageous but not essential by more than half of the employers interviewed; (4) employers said the company would train in the areas of computer literacy and skills related to a specific job; and (5) computer literacy was the only quality studied for which a number of employers stated that it was not used on the job. Recommendations were made for the state and local levels to apply to the improvement of vocational education programs in order to promote a positive attitude in graduates looking for work, improve job skills training, ensure basic skills, and teach students how to apply for a job and participate in a job interview. (KC)

McClain, Robert
Adult Education Outreach Program. "Taking It to the Students."
PUB DATE- Oct 86
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Hollywood, FL, October 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Community Colleges; Cooperative Planning; Cooperative Programs; *Distributive Education; Management Development; *Outreach Programs; Postsecondary Education; Public Schools; *Retailing; School Business Relationship; School Districts; *Work Experience Programs; *Workshops
IDENTIFIERS- Cabell County Public Schools WV

The Cabell County (West Virginia) Public Schools Retail Training Program provides four types of on-site training for the employees of area businesses, whether product or service related. The program provides on-the-job training in entry-level, first-line supervisory and management positions as well as in entrepreneurship. The program's strong community orientation is illustrated by the fact that the program office and classroom is located in the management offices of the local shopping mall. The program does not have any one standard curriculum. Rather, materials, information, data, and packets are compiled from a variety of advisory persons, including business consultants, college professors, and other business professionals, and are developed into an instructional program based on the needs of the particular business participating in the workshop. This allows for continued updating of all materials. An articulation agreement between the county school system, Marshall University, and Marshall University Community College further enhances the variety of subjects and programs that can be offered. Examples of programs that have been offered under the auspices of the Retail Training Program range from a marketing intern program to workshops lasting from 2 to 16 hours. Accountability is based on course attendance, completion, job placement, and follow-up data. Follow-up is also achieved through interviews with those participating in the manager and supervisor workshops and their employees. (MN)

ED 277 894 CE 046 186

McLean, Gary N.

Executive Development Programs in Bangladesh. Phase II Final Report and Case Writing. A Component of the World Bank/Bangladesh Management Education and Training Project.

SPONS. AGENCY- Midwest Universities Consortium for International Activities.; World Bank, Washington, D. C.
PUB DATE- Aug 86
NOTE- 100p.; For related documents, see CE 046 184-187.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Adult Education; *Case Studies; *Developing Nations; Foreign Countries; Higher Education; *Management Development; Models; Needs Assessment; *Professional Continuing Education; Research Reports; Technical Writing
IDENTIFIERS- *Bangladesh

With funding made available by the World Bank, additional (Phase II) activities were undertaken in Bangladesh to enhance business management education and training. Executive Development Programmes (EDPs) were planned and carried out according to the model previously developed and validated. Eight seminars were offered for the Institute of Business Administration, the Bangladesh Management Development Centre, Dhaka University Commerce Faculty, and Rajshahi University Commerce Faculty. A workshop on writing case studies was offered, proposals and finished cases were reviewed for individual faculty, and case studies were developed for use in the EDP seminars. A workshop was also presented on using case studies in the business class. Other activities included educational counseling and participation in and critique of an EDP seminar developed by the Commerce Faculty of Chittagong University. Recommendations were made regarding case studies (including development of a list of target areas) and executive development programs. (Following the 14-page report are extensive appendixes, including the model for management/executive development. Materials from the seminars and the workshop are also provided, such as information sheets, handout sheets, and evaluation summaries.) (YLB)

ED 277 908 CG 019 590

Boylan, Richard J.; Hawkes, Glenn R.
Midlife and Midcareer Transitional Factors: Precursors of Successful Aging.
SPONS. AGENCY- California Univ., Davis. Agricultural Experiment Station.
PUB DATE- Nov 86
NOTE- 22p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
GRANT- 1K07AG00230
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Adult Development; *Aging (Individuals); Attitude Change; Career Change; Ecological Factors; *Holistic Approach; Males; Middle Aged Adults; *Middle Management; *Midlife Transitions; *Occupational Aspiration

Past research has examined middle adulthood as a developmental process with outcomes predictive of development into old age. A study was undertaken to explore adult psychological and career development from an ecological perspective taking into account factors that influence and modify self-perception, values, identity, and social interaction. A survey assessing demographic, attitudinal, marital, parenting, physiological, psychological, spiritual, and career features of middle-aged men was completed by 584 men between the ages of 38 and 49 who were employed in middle management positions. The results confirmed three hypotheses: (1) by midlife only a minority of middle managers still maintain a dream of top occupational attainment; (2) the majority of middle managers shift their achievement motivation from job advancement to job mastery within their current occupational niche; and (3) the majority of middle managers experience some midlife transition stress which is buffered by available and satisfactory social support. The hypothesis that attention to community service would increase during midlife was not supported. Five factors were identified as possible precursors of successful aging attitudes. The results suggest that occupation ceases having a major role in determining male identity development around midlife, while the roles of interpersonal, hedonic, and spiritual factors become more prominent. Support was found for an ecological approach to the study of lifespan human development. (Author/NB)

Frank, Marilyn; MacPherson, Douglas
The Early Elementary Attendance Project. Final Report on First Two Years.
PUB DATE- Jul 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attendance; *Dropout Prevention; *Elementary School Students; *Grade 1; *Kindergarten; Potential Dropouts; Primary Education

The purpose of the Early Elementary Attendance Project was to improve school attendance in the early grades (kindergarten and first grade) in order to develop good attendance habits that would continue through the post elementary grades. A home/school worker approached families of students (N=77) with poor attendance records with a helping attitude. Problems encountered included negative school attitudes, family life style, lack of organizational skills, inadequate nutrition/health care, clothing needs, and employment/child care conflicts. Activities of the home/school worker included home visits, referrals to social service agencies, incentive strategies for rewarding attendance, and material in the school paper about regular attendance. Attendance rates increased 57 percent for project participants. Results support the continuation of the program with earlier intervention in the attendance cycle highly recommended. Efforts directed at increasing classroom teacher awareness and support are also highly recommended. (ABL)

ED 277 967 CG 019 649

Baruch, Rhoda; And Others

Episodes of Anger on the Daytime Dramas: A Content Analysis.

Institute for Mental Health Initiatives, Washington, DC.
PUB DATE- 23 Aug 86
NOTE- 60p.; Paper presented at the Annual Meeting of the World Association for Infant Psychiatry and Allied Disciplines (3rd, Stockholm, Sweden, August 3-7, 1986). Some tables contain small print. For related document, see CG 019 650.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Anger; *Characterization; *Emotional Response; Popular Culture; *Programing (Broadcast); *Role Models; Television; Television Research; Television Viewing
IDENTIFIERS- *Soap Operas

Anger is a public health issue because it can lead to medical, psychological and social problems. However, anger can be beneficial when specific anger management skills are used. This study examined the portrayal of anger on daytime dramas (soap operas). Thirteen commercial television programs, airing in March and April 1986, were selected for content analysis. All three networks were represented. A total of 378 anger events from 65 broadcast hours were analyzed. A content analysis scoring instrument was used which contained 47 items describing characteristics of the angry person, the target of anger, skills, and outcomes. Trained raters used the content analysis form to identify specific management skills used by the characters. Interrater reliability exceeded 90 percent. Soap operas provided frequent demonstrations of anger being expressed without resorting to much physical or verbal abuse. Likeable characters portrayed anger and related to others expressing anger with some skills. Male and female characters were portrayed as being equally skillful. Characters sometimes modeled important anger management skills such as respect and empathy for the angered person and an openness to the angry person's point of view. Opportunities exist for more variety in handling anger in soap operas; reframing and humor were underutilized. Mental health of the public would be improved by supplying villains and weaker characters who depict poor anger management and stronger heros and heroines with positive anger management. References and 15 data tables are appended. (ABL)

ED 278 007 CS 008 673

Learning To Read through the Arts. Chapter I Developer/Demonstration Program. 1984-85 Evaluation Section Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Dec 86

NOTE- 70p.; Prepared by the Instructional Support Evaluation Unit. For the previous year's report, see ED 260 155.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Art Activities; Elementary Education; *Interdisciplinary Approach; *Program Evaluation; *Reading Achievement; *Reading Instruction; *Reading Programs; Reading Research; Reading Strategies; Teaching Methods

IDENTIFIERS- *Learning To Read through the Arts Program

The Chapter 1 Developer/Demonstration Program: Learning To Read through the Arts (LTRTA) was developed to offer intensive reading instruction to eligible New York City students through the integration of a total reading program with a total arts program, from October 1984 to June 1985. Evaluation of the program showed the following: (1) that all students demonstrated significant and meaningful improvement in writing performance from pretest to posttest on a holistically scored writing sample; (2) general education students made statistically significant gains at each grade level on the language mechanics and expression subtests of the California Achievement Test (CAT); and (3) all students' reading attitudes improved. Specifically, evaluation revealed that: (1) students' reading and writing skills improved measurably; (2) students' mean gain on the CAT was greater than in the previous year; (3) 64% of the students mastered targeted skills; (4) reading and arts instruction was effectively implemented; and (5) LTRTA staff members received sufficient training in and were enthusiastic about the program. The major portion of this document focuses on program evaluation, organization, and implementation; staff training and suggestions for change; and student outcome data, as well as conclusions and recommendations. Appendixes contain questionnaires for students (measuring attitudes toward reading), teachers, and parents and other materials related to the program. (JD)

ED 278 021 CS 210 224

Danis, M. Francine

"Reading like a Regular Citizen": Professional Editors on Responding to Writing.

PUB DATE- 22 Nov 86
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Editing; *Editors; Higher Education; *Professional Recognition; *Publications; Reading Instruction; *Reading Processes; Reading Skills; *Reading Strategies
IDENTIFIERS- *Editor Role

Teachers and their students can benefit from examining the role of professional editors and their response to writing. The editor's role lies primarily in giving service to the writer, the reader, the publishing house, and the power of the written word. Editors like Harold Ross and Max Perkins have evoked the trust of many writers by making sure that each author's ideas were accurately communicated in the text. Saxe Commins excelled at realizing the possibilities in each manuscript he encountered, while Harold Ross viewed his work as a collaborative activity with the author. Among others, Jonathan Galassi and Burroughs Mitchell have commented on editors' dual responsibilities to the writer and the publishing staff. How editors react to these dual pressures has a great impact on what eventually gets into print. Joyce Carol Oates excels in fostering and showcasing many writers' talents. Richard McGuire has asserted that the editor can best reconcile these various roles by simultaneously being faithful to one's own mind and to the mind of the text and, in essence, reading "like a regular citizen." Scott Berg's book "Max Perkins: Editor of Genius" provides an excellent example of this editorial approach. (JD)

ED 278 143 EA 019 142

Hare, Dwight
The Expansion of Educational Foundations into Non-Educational Areas: An Example and a Proposal.
PUB DATE- 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Pittsburgh, PA, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Dental Hygienists; *Educational Attitudes; *Education Courses; *Foundations of Education; Higher Education; Nonmajors; Organizational Communication; Public Opinion; *Relevance (Education)
IDENTIFIERS- Northeast Louisiana University

Courses in the Foundations of Education are widely perceived as superfluous or out of touch with current needs. One way of correcting these perceptions is to make sure that when students not majoring in education take the classes they get some benefit from them. A course in educational foundations was required of all dental hygiene majors at Northeast Louisiana University, but the course was geared toward elementary and early childhood education majors. A revised version of the course, open only to dental hygiene majors, permitted the instructor to focus on dental hygiene and on the students' needs for experience in conducting research and for understanding the instructional methods appropriate to the teaching of dental health practices to individuals or groups. The revisions in the course may have been instrumental in the decision by those in charge of the Dental Hygiene Program to keep the course a requirement despite official requests that the program suggest courses to be dropped. The quality of educational foundations courses in general remains in need of improvement, and further outreach to nonmajors should be attempted to help education enhance its status in the academic world. (PGD)

Down Syndrome: A Current Perspective. Bulletin 1762.
Louisiana State Dept. of Education, Baton Rouge.
PUB DATE- 85
NOTE- 19p.; Prepared by the Down Syndrome Project.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Development; *Cognitive Development; Delayed Speech; Developmental Stages; *Downs Syndrome; Emotional Development; *Language Acquisition; *Motor Development; *Self Care Skills; Social Development; *Special Health Problems

This informational document is intended to help answer questions commonly asked by families, professionals, and the general public concerning Down Syndrome. Medical problems associated with Down Syndrome include heart conditions, upper respiratory disorders, ear infections and hearing loss, vision/eye problems, cervical problems, and gastrointestinal anomalies. In Down Syndrome children, early cognitive development follows the same sequence as it does in nonhandicapped children (i.e., holding and mouthing objects, exploration and play, problem solving, imitation, concept development) but is delayed in most or all areas. Four areas of difference in language, hearing, and speech include different prelinguistic development, high incidence of middle ear pathology, and problems with incidental learning and generalization. Among general principles of motor development for Down Syndrome children are similar progression to that of all children, but slower rate and dependence upon others to avoid over exertion of the muscles. Self care skills including toileting and dressing are briefly considered as is social emotional development. A final section contains observations concerning older Down Syndrome children and adults. (DB)

ED 277 841 CE 046 063

Crewe, Nancy M.; Athelstan, Gary T.
Functional Assessment Inventory Manual.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
REPORT NO.- ISBN-0-916671-53-4
PUB DATE- 84
NOTE- 116p.
GRANT- 16P-56810
AVAILABLE FROM- Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Ability Identification; *Diagnostic Tests; *Employment Potential; *Evaluation Methods; *Performance Tests; Postsecondary Education; Test Construction; Test Interpretation; Test Manuals; Test Norms; Test Reliability; Test Validity; Vocational Education; *Vocational Evaluation
IDENTIFIERS- *Functional Assessment Inventory

This manual, which provides extensive new instructions for administering the Functional Assessment Inventory (FAI), is intended to enable counselors to begin using the inventory without undergoing any special training. The first two sections deal with the need for functional assessment and issues in the development and use of the inventory. The individual items, check mark blanks, and strength items included in the inventory are described, and instructions for using them are outlined. Discussed in a section on the development of the FAI are its reliability, normative information, strength items, concurrent validity, use in assessing the dimensions of and change in functional limitations, and predictive validity. The fifth section examines the following companion instruments in the Functional Assessment System: the Personal Capacities Questionnaire, the Rehabilitation Goals Identification Form, and the Personal Guide to Rehabilitation Goals. A reference list concludes the guide. Copies of the actual Functional Assessment Inventory, scoring sheet, and administration instructions are appended. (MN)

ED 277 880 CE 046 150

Wolford, Bruce I., Ed.; Lawrenz, Pam, Ed.
Issues in Correctional Training and Casework. Correctional Monograph.
American Correctional Association, College Park, Md.; Eastern Kentucky Univ., Richmond. Dept. of Correctional Services.
PUB DATE- Oct 86
NOTE- 50p.; Papers presented at the Annual National Correctional Trainers Conference (1st, Lexington, KY, October 1985) and the Annual Correctional Symposium: Corrections in Transition (2nd, Lexington, KY, October 1985).
AVAILABLE FROM- American Correctional Association Warehouse, 4401 Hartwick Road, College Park, MD 20740 ($10.00; 5 or more--$8.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Correctional Education; *Correctional Institutions; Correctional Rehabilitation; Educational Needs; Educational Opportunities; *Institutional Personnel; *Job Training; Postsecondary Education; Program Development; Rehabilitation Programs; *Security Personnel; Skill Development; *Training Methods, Training Objectives

The eight papers contained in this monograph were drawn from two national meetings on correctional training and casework. Titles and authors are: "The Challenge of Professionalism in Correctional Training" (Michael J. Gilbert); "A New Perspective in Correctional Training" (Jack Lewis); "Reasonable Expectations in Correctional Officer Training: Matching Methods to Audience" (Derral Cheatwood and David W. Hayeslip, Jr.); "Correctional Officer Stress: Is Training Missing the Target?" (Jeanne B. Stinchcomb); "The Prediction of Dangerous Behavior" (Richard A. Cartor); "Individual and Structural Causes of Authoritarianism in Correction Officers" (Robert B. Blair and Charles E. Hurst); "Developing a University Based Training Center" (Bruce I. Wolford and Fred Schloemer); and "Corrections: A Move to Privatization" (James L. Jengeleski). (KC)

ED 277 922 CG 019 604

Cox, Evelyn, Comp.; Sandberg, Janet, Comp.
Nutrition and the Elderly: A Selected Annotated Bibliography for Nutrition and Health Professionals. Bibliographies of Literature and Agriculture No. 34.
MAXIMA Corp., Silver Spring, Md.
SPONS. AGENCY- Food and Nutrition Information Center, Beltsville, Md.
PUB DATE- Apr 85
NOTE- 146p.
CONTRACT- 53-3198-2-21
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Aging (Individuals); Annotated Bibliographies; Dietetics; *Diseases; Eating Habits; *Food; *Nutrition; *Nutrition Instruction; *Older Adults

This annotated bibliography of information on nutrition and the elderly was written for nutrition professionals, health care providers, and organizations that work with older adults. The focus is primarily on nutrition in the United States. The bibliography includes 399 citations of both print and nonprint resources that are readily available to the intended audience. Most bibliographic citations are accompanied by an abstract of the material; only legislative documents are not annotated. Cross references are listed for works that have more than one subject focus. References are arranged by subjects. Sections include: (1) Overview--Nutritional Concerns and General References; (2) Nutritional Status; (3) Metablism and Nutrient Requirements; (4) Aging and Nutritional Status; (5) Nutrition-Related Diseases; (6) Legislation, Hearings and Related Literature; (7) Food and Nutrition Programs; (8) Nutrition Information; and (9) Sources of Information. A list of 12 references, not received in time to be evaluated for inclusion in the bibliography, are provided under the heading "Recent Literature." Author and title indexes are included. (NB)

ED 277 937 CG 019 619

Pyle, K Richard
Group Career Counseling: Principles and Practices.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 69p.
CONTRACT- 400-86-0014
AVAILABLE FROM- ERIC/CAPS, Room 2108, School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Counseling; *Career Development; *Counseling Techniques; *Counseling Theories; *Group Counseling; Prediction

Although group counseling is recognized as a needed and helpful approach, group counseling for enhancing career development has received little attention. This monograph provides information on group process, ideas, and techniques which have helped tie the principles of career development to group counseling. Chapter 1 defines group career counseling, develops a rationale, suggests guidelines for implementation, and provides an overview of programs and research. Chapter 2 describes group process, stages, goals, and skills in order to establish a strong knowledge base in the foundations of group career counseling. Chapter 3 provides a specific and detailed model of group career counseling as an example for counselors based on the principles described in the second chapter. Chapter 4 discusses future possibilities of group career counseling with proposed applications for schools, business and industry, and the community. A seven-page reference list is included. (ABL)

ED 277 980 CS 008 602

Long, Patricia C.
The Effectiveness of Reading Miscue Instruments. Program in Language and Literacy Occasional Paper No. 13.
Arizona Univ., Tucson. Coll. of Education.
PUB DATE- Feb 86
NOTE- 50p.
AVAILABLE FROM- Program in Language and Literacy, College of Education, Room 504, University of Arizona, Tucson, AZ 85721 ($3.00 including postage).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Foreign Countries; Measurement Techniques; *Miscue Analysis; *Reading Ability; *Reading Achievement; *Reading Diagnosis; Reading Instruction; Reading Research; Teacher Attitudes; *Teacher Education
IDENTIFIERS- Australia; *Reading Appraisal Guide; *Reading Miscue Inventory

A study investigated whether instructors need to undertake in-depth training in miscue analysis as reflected in the Reading Miscue Inventory (RMI) to carry out competent evaluations of children's reading ability, or whether training in the Reading Appraisal Guide (RAG) can be equally effective. The study was carried out at Melbourne College in Victoria, Australia, in 1983-84. Data collected included (1) assessments of children's taped readings by two groups of 10 teachers before (pretest) and after (posttest) their respective training programs in the RMI and RAG, (2) anecdotal records of teachers' views, and (3) teachers' practice assessments of children's reading. Quantitative analyses of the pretests and posttests showed that teachers trained in the RMI made significantly better assessments of children's reading than did teachers trained in the RAG. These results were supported and expanded by teachers' written and oral statements made during the pretest, posttest, and training programs. Findings also showed that, although the RMI is complex and time consuming, attempts to make it quicker and easier decrease the instrument's value. Finally, results indicated that effective training in the RMI can be provided in graduate reading programs. (Specific recommendations for graduate reading programs are included.) Six pages of references are included. (Author/JD)

ED 277 994 CS 008 651

Morgan, Wendy R.

Narrative Deviance: The Conventional and the Creative in Reading and Writing.

PUB DATE- May 86
NOTE- 19p.; Paper presented at the Annual Meeting of the International Conference on the Teaching of English (4th, Ottawa, Ontario, Canada, May 11-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Creative Writing; *Discourse Analysis; Discussion (Teaching Technique); Expressive Language; *Fiction; Grade 11; High Schools; Instructional Innovation; Literary Criticism; Literary Devices; Metacognition; Reader Response; *Reading Comprehension; *Reading Processes; *Reading Writing Relationship; Receptive Language; Schemata (Cognition); Speech Communication; Teacher Student Relationship
IDENTIFIERS- Australia; Discourse; Narrative Text; *Story Structure; *Text Structure

If young readers (adolescents) are introduced to a range of story structures and less structured texts (or "deviant narratives"), it may encourage the development of more diverse and accommodating schemata and the capacity to make inferences about the link between discourse units. It is, after all, a basic principle of recent narrative theory that texts instruct in their own readings. Comprehension is not just information-processing and recall; it lies in the (re)creative interactions between text and reader. And reading is an activity that is not ultimately separate from writing; each is a re-creative act interpenetrated by the other. In an experimental sequence conducted in Australia, Year 11 students read three narratives, all of which deviate in some way from orthodox plot structure and frustrate "normal" narrative expectations. Through a questionnaire and discussion their reactions were elicited, and they were encouraged to discover how some "stories" operate on different narrative principles, and how in their reading they were actively constructing the meaning of the text. To continue the experiment, the students were also asked to complete a story whose first page was supplied, without the author's name. (Student commentaries are included.) (NKA)

ED 278 035 CS 210 273

Cadenhead, Kenneth; And Others
Criteria for Evaluating Writing Programs.
PUB DATE- 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *English Curriculum; *Evaluation Criteria; Higher Education; Prewriting; *Program Evaluation; Revision (Written Composition); *Writing Evaluation; *Writing Instruction; *Writing Processes

Prewriting, writing, and revision represent vital elements in both the total writing experience and the evaluation of writing programs. An effective writing program should include (1) a written plan to guide composition instructors and ensure that students receive balanced instruction; (2) clearly stated purposes reflecting concern for composition as both self-expression and communication; (3) an environment conducive to writing, containing bulletin boards, literature, and pictures to stimulate ideas; (4) composition instruction in which the writing process is taught and used, and in which the writer imagines the audience, sets goals, develops ideas, produces drafts and revised texts, and edits; (5) instruction in penmanship, spelling, grammar, and mechanics--the components vital to the final stages of the composing process; (6) instruction in different types of compositions (essays, summaries, poems, and letters) for various purposes (to express, inform, persuade, or clarify); (7) an appreciation of the value of writing for communication purposes, shown through sharing; (8) demonstration of the writing process--teachers writing with students; (9) opportunities for students to compose across the curriculum to strengthen and enhance thinking in the content areas; and (10) evaluation to encourage student growth, including teacher/student conferences. (This list is the product of a graduate course on the evaluation of language arts programs. The process through which the class developed the above criteria is briefly described.) (JD)

ED 278 049 CS 210 295

Help Your Child Learn To Write Well.

Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 87
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Education; *Parent Participation; *Parent Role; *Parent Student Relationship; *Writing Exercises; *Writing Improvement; Writing Instruction

Addressing parents, this pamphlet describes ways to help children learn to write well and thereby excel in school, enjoy self-expression, and become more self-reliant. Writing is discussed as a practical, job-related, stimulating, social, and therapeutic activity that receives inadequate attention in many schools. It is emphasized that writing is a complex communication process requiring clear thinking, sufficient time, reading, a meaningful task, interest, practice, and revising. It is suggested that parents (1) provide a proper place to write with plenty of paper and writing utensils; (2) encourage children to spend time thinking about a writing exercise; (3) respond to children's written ideas; (4) refrain from writing or rewriting children's papers; (5) praise children's writing; (6) make writing real by having children write letters to relatives or a pen pal; (7) encourage children to take notes on trips; (8) brainstorm and talk with children about their ideas; (9) encourage children to keep a journal in which they express their feelings; (10) have children help with practical writing tasks at home; (11) play word games to help increase children's vocabulary; (12) have children make lists of various things such as records or baseball cards; and (13) encourage children to copy the words of lyrics or poems that they like. (JD)

ED 278 064 CS 505 471

Vaughn, Mina A.

Uses of Rhetorical Strategies: A Comparative Analysis of the Pro-Slavery and Anti-Feminist Movements.

PUB DATE- Nov 86
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Comparative Analysis; Discourse Analysis; *Feminism; Group Dynamics; Persuasive Discourse; *Rhetoric; Rhetorical Criticism; *Slavery; *Social Attitudes; Social Psychology; Social Values; United States History
IDENTIFIERS- *Paternalism; *Social Movements

An examination of the rhetoric of two social movements in the United States--the proslavery movement of the pre-Civil War Period and the anti-feminist movement of the 1970s--reveals that both contain a common theme, paternalism, and that both use similar rhetorical strategies to explicate the theme through a familial metaphor, Father. Examples of the rhetoric show that the authority of the symbolic Father is situated in a society where all social relations are perceived as a family, with a paternalistic father as head of the household. The rhetoric springs from the precepts of the Puritan value system rooted in the colonization of America and based on Judeo-Christian principles. These principles, which define right and wrong, good and bad, are grounded within beliefs about the superiority of males that rationalize and justify paternalistic impositions on both blacks and females. The rhetorical strategies of the two movements reflect the traditional social values, such as dependence, obedience, punishment, and protective security, of a paternalistic society. The historical and religious precedents in which these values are grounded provide a link between the two movements that transcends the passage of time. Five pages of notes are provided. (FL)

ED 278 077 CS 505 493

Kidd, Virginia V.

Taking Criticism to the Streets in Print: Teaching Students to Write Criticism for Popular Consumption.

PUB DATE- Nov 86
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTORS- *Communication Research; Content Area Writing; Higher Education; Mass Media; *Periodicals; *Rhetorical Criticism; Speech Communication; Speech Curriculum; *Television; Writing Exercises; *Writing for Publication; Writing Instruction
IDENTIFIERS- California State University Sacramento

A systematic review of 3 years of popular magazines sought to determine if articles are published that constitute rhetorical criticism of the mass media. The survey revealed that rhetorical criticism was published in a wide variety of popular magazines, but was not labelled as such. Television (TV) was the focus of most of these critical analyses, specifically the role of TV in our lives, role stereotyping and commercials, TV politics, and TV religion. No methodological techniques were mentioned by name or by implication in any of the articles. Methodology in the articles was not mentioned by name or implication, but seemed to resemble most closely experiential criticism--well written insights growing out of a knowledge of how messages function and based to a degree on personal experience. In a course at California State University, Sacramento, students were expected to analyze magazine markets, write query letters, and write essays of rhetorical criticism for popular markets. Teaching critical writing for popular audiences requires some changes in the academic definition of what is acceptable. Popular articles tend to neglect references, omit methodological detail, and adopt a colloquial style; however, none of this means that quality criticism need be abandoned. Writing for a popular market offers an avenue to disseminate critical analysis that has to date been largely neglected and would be worthwhile to both the critic and the general public. (SRT)

ED 278 090 EA 019 070

Gnirk, Lloyd A.
The Role of the Chief Administrator in Development.
PUB DATE- 86
NOTE- 8p.; Paper presented at the Annual Convention, Exposition, and Religious Education Congress (83rd, March 31-April 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administration; *Administrator Responsibility; *Administrator Role; Business Skills; Catholic Educators; Catholics; *Catholic Schools; *Development; Elementary Secondary Education; *Fund Raising; Individual Development; Leadership Qualities; Program Effectiveness; *Public Relations; Religious Education; Student Recruitment

Catholic education is a ministry of the Catholic Church and a primary means of evangelization. The ministry of development, an integral part of Catholic education, is basically one of developing people and helping them to grow. The chief administrator is pivotal in this ministry and is responsible for quality Catholic education, sound business management, and effective public relations--the three interdependent components of a successful development program. Quality Catholic education places religion at the center of the curriculum and, in so doing, attracts students, staff, and financial supporters who will strengthen and support the program. Sound business management that involves the use of organization charts, function charts, budgets, and planning conveys to investors the soundness of the school. Effective public relations secures the financial future of Catholic education by attracting students and donors. The chief administrator is responsible for this development program internally as well as externally. Internally, the administrator is responsible for all employees, the quality of the physical environment, and the development of parents and students.

Externally, the administrator is concerned with developing alumni, alumni parents, businesses and corporations, foundations, and so forth. Recent articles suggest ways to attract major funding and emphasize constant attention to the faith dimension. (IW)

ED 278 103 EA 019 099

Clark, Patricia Chamberlain
Classroom Realities and Creative Nonuse.
PUB DATE- Nov 86
NOTE- 10p.; Paper presented at the Annual Meeting of the California Educational Research Association (65th, Marina del Rey, CA, November 13-14, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Educational Innovation; Elementary Secondary Education; Program Implementation; *Social Studies; *Teacher Attitudes; Teacher Developed Materials
IDENTIFIERS- Alaska; Concerns Based Adoption Model

During the 1985-86 school year, a district's implementation of a newly-adopted social studies curriculum for the grades from kindergarten through high school was studied using 50 Stages of Concern questionnaires and 23 Levels of Use interviews drawn from the Concerns-Based Adoption Model (CBAM). The study results suggested that (1) although citing lack of time and materials as a problem of the curriculum, teachers at all levels met the challenge in highly varied ways; (2) teachers uninvolved in developing the curriculum found educationally sound methods for coping, including creative nonuse; (3) despite considerable participation by social studies teachers in development of the curriculum, many respondents felt that opportunities for teacher input were insufficient; and (4) a wealth of relevant, teacher-created material designed to complement the curriculum remains unavailable outside the individual teachers' own classrooms. This paper briefly reviews the literature on implementation of innovations by teachers; describes CBAM, the assumptions on which it is based, and the elements of its Stages of Concern and Levels of Use components; defines creative nonuse and provides examples from the study; and advises districts to involve teachers closely in curriculum changes. (PGD)

ED 278 117 EA 019 114

Lines, Patricia M.
Peaceful Uses for Tuition Vouchers: Looking Back and Looking Forward.
Education Commission of the States, Denver, Colo.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
REPORT NO.- ECS-EG-85-1
PUB DATE- Dec 85
NOTE- 29p.
AVAILABLE FROM- ECS Distribution Center, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Educational Finance; *Educational Vouchers; Elementary Secondary Education; High Risk Students; Open Enrollment; Political Issues; *Politics of Education; Rural Education; *School Choice; School Desegregation; Teacher Attitudes; Tuition
IDENTIFIERS- *Alum Rock Union School District CA

This paper reviews the theoretical basis for educational voucher proposals, the various types of vouchers proposed, and the experience that has been had with voucher systems so far. The paper looks first at the claims made by voucher supporters that vouchers will redistribute political and economic power and simplify the administration of educational funding. The history of efforts to test and enact voucher plans is then examined briefly. The paper next describes regulated vouchers that limit potential socially undesirable results. The limited voucher system field tested by Alum Rock School District in San Jose, California, provides an illustration of such a system's possible impact. The most monitored of all education choice programs, this experiment yielded a rich data base on how families will respond to a large array of choices among schools. The political influence of opposition to vouchers by teacher groups is considered next. Noting that the history of vouchers suggests that only limited and regulated versions of the idea are politically viable, the paper then discusses three limited uses for vouchers: (1) for schools in sparsely populated areas, (2) for racial balancing, and (3) for such children at risk as dropouts and the educationally disadvantaged. Fifty-one footnotes are appended. (PGD)

ED 278 130 EA 019 128

School Community Education Program in New York City, 1984-85. Volume I: OEA Final Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Dec 86
NOTE- 100p.; For related documents, see EA 019 129-131. Prepared by the Instructional Support Evaluation Unit.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Educational Innovation; Elementary Secondary Education; English (Second Language); English Instruction; Mathematics Instruction; *Program Effectiveness; Program Evaluation; Reading Improvement; *Remedial Programs; *School Community Programs; School Districts; *Urban Schools; Writing Improvement
IDENTIFIERS- *New York City Board of Education; *School Community Education Program

In 1984-85, the New York City Public Schools received $2,374,686 from the state legislature to operate the School Community Education Program (also known as the Umbrella Program). The program consisted of 46 different projects designed to provide innovative solutions to local educational and school problems. Thirteen of these projects, providing reading, mathematics, writing, and English instruction, are evaluated in this volume of a four-volume set. Each evaluation report describes the project briefly, identifies the evaluation methodology, presents the findings, and provides recommendations for improvement. Copies of program-developed assessment instruments are provided when appropriate. The projects evaluated in this volume are: (1) Project Turnabout (reading, elementary level); (2) the Harlem School-Community Tutorial Project (reading and mathematics, grades 2-12); (3) Project Tutoring: Walk and Talk (English as a second language, elementary); (4) the Improving Competency Skills Program (reading and mathematics, out-of-school high school students and adults); (5) the Parent-Teacher Teams Program (reading and mathematics instructional support skills, parents); (6) the Learning Mathematics through Art Project (mathematics, grades 3-4); (7) the Publishing Activity Center Program (career awareness, reading, and writing; elementary); (8) the Students-Parents as Partners Program (reading and mathematics, grades 3-6); (9) Project Second Chance (reading, grades 4-7); (10) the Media Resource Center Program (writing and speaking, grades 3-6); (11) the Promoting Experiences in Readiness Training Project (reading, grade 1); (12) Riverdale Preparatory Academy (enrichment and basic skills, grades 8-9); and (13) the Writing Improvement through Photography Program (writing, grades 4-6). (PGD)

ED 278 156 EA 019 156

Nelson, David E.
Utah Educational Quality Indicators. The Sixth in the Report Series: "How Good Are Utah Public Schools."
Utah State Office of Education, Salt Lake City.
PUB DATE- Jan 86
NOTE- 118p.; For the fifth document in the series, see ED 231 066. For executive summary based on this report, see EA 019 157.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Outcomes of Education; Self Concept; *Standardized Tests; *Statistical Surveys; Student Attitudes; Student Characteristics; *Test Results; *Trend Analysis
IDENTIFIERS- *Utah

Since 1967, the Utah State Office of Education has compiled and reported pertinent information concerning statewide student performance. This report, the sixth in the "How Good Are Utah Public Schools?" series, summarizes results from a variety of ongoing and special studies. Since 1975, statewide assessment programs have encompassed both academic and nonacademic performance measures for representative samples of nearly 8,000 fifth and eleventh graders every three years, in approximately 100 schools. The introduction to the study explains the development of quality indicators in the context of educational reform and Utah's educational goals. The next five sections compare Utah students' performance on the American College Testing Program (ACT), the Scholastic Aptitude Test, the preliminary Scholastic Aptitude Test, the Comprehensive Tests of Basic Skills, and the Advanced Placement Program with national norms. Section VII discusses adult educational attainment for Utah, and Section VIII profiles courses taken by Utah senior high school students. Section IX discusses National Assessment of Educational Progress data, comparing Utah students' performance to national and international trends. Section X presents an overview of findings from each of the preceding sections. The summary and conclusions provide additional perspectives on performance trends and their implications. Discussion is supported throughout with numerous "exhibits." (MLH)

ED 278 170 EA 019 175

Daresh, John C.
The Practicum in Preparing Educational Administrators: A Status Report.
PUB DATE- Feb 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 25-March 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Educational Administration; *Educational Research; Higher Education; *Practicums; Research Needs; Research Reports

This paper reports on the current status of the practicum as an element in programs for training educational administrators. The paper notes first that the value of individuals learning their craft by spending time in the field is generally accepted. A review of the literature found relatively little material describing the nature of the assumptions and beliefs attached to the practicum. Despite periodic calls for increased experimental learning in educational administration, the literature base remains small. The paper next describes a study of the research base related to the educational administration practicum. Research completed between 1971 and 1984 was examined. Of over 1,100 dissertations and 350 journal articles found on the subject of practica for educators, only 40 dealt with field-based practica in educational administration. Most of the research was done for doctoral dissertations, used survey questionnaires, and was aimed at problem-solving rather than at theory-testing. The research usually sought to develop models for experiential learning, though some studies evaluated models and others looked at individual features of practica. The paper concludes that much research needs to be done, but that there is a reasonable base from which to develop new research efforts. (PGD)

ED 277 813 CE 045 067

Young, Priscilla M.
The Influence of Parents on the Educational and Occupational Decision Making of Their Children: Reducing Sex Role Stereotyping in Vocational Education.
Wyoming Univ., Laramie. Coll. of Education.
SPONS. AGENCY- Wyoming State Dept. of Education, Cheyenne.
PUB DATE- Aug 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Choice; *Change Strategies; Fathers; Mothers; *Parent Role; *School Choice; Secondary Education; Sex Bias; *Sex Stereotypes; *Vocational Education

Parents, peers, teachers, counselors, and siblings all exert an influence on the educational and occupational decisions made by students. Of all these of persons, however, parents have the greatest influence. Mothers are the major influence on their daughters' career aspirations and choice, whereas fathers are the primary influence on their sons' career decisions. Because children see their parents as role models, parental encouragement or discouragement is highly significant in influencing children toward nontraditional careers. The literature indicates that the way to break down barriers keeping males and females from entering nontraditional classes and careers is to present parents and children alike with factual employment opportunity information and inform them of the necessary skills, abilities, and aptitudes necessary for various careers and also to help parents realize their effect as a major role model in the children's career-related decision making. Therefore, teachers, counselors, and administrators should involve parents in school-based career education/career guidance programs; be trained to increase parents' ability to help in their children's career decision making; increase students' awareness of nontraditional careers; use various media to show nontraditional workers; actively recruit, encourage, and welcome nontraditional students in all classes; invite workers from nontraditional occupations from the local community to make presentations to classes and parents; have parent workshops to train them to reinforce nonstereotypic activities; and invite employers to classes to speak on the various qualities they are seeking in candidates for different jobs. A three-page list of references concludes the document. (MN)

ED 277 828 CE 046 030

Forster, Eloise; Pendas, Jose

A Transitional Bilingual Vocational Training Program at the Secondary Level.

Essex County Superintendent of Schools, Newark, N.J.

PUB DATE- 86
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; *Cosmetology; *English (Second Language); Hispanic Americans; Limited English Speaking; *Office Occupations Education; Secondary Education; Second Language Instruction; Secretaries; *Spanish Speaking; Technical Education; Vocational Education; *Vocational English (Second Language)
IDENTIFIERS- *Essex County Vocational Technical Schools NJ

The Bilingual Vocational Training (BVT) Program for the Essex County (New Jersey) Vocational Technical Schools is designed to train secondary students of limited English speaking ability for employment as skilled workers, technicians, or sub/paraprofessionals in recognized occupations and in new and emerging occupations. The pilot program focuses on secretarial and beauty culture programs for Spanish-speaking students. There are three primary components within the district-wide BVT program design: (1) the General BVT Program that provides vocational skills training with a modified curriculum to meet student needs; (2) a BVT program in a specific vocational or technical area for a single native language group where vocational training occurs bilingually and concurrently with English as a Second Language/Vocational English as a Second Language (ESL/VESL). Required courses are taught bilingually to the extent necessary for the student to meet grade-promotion and graduation standards; and (3) high-intensity ESL/VESL where students are placed in an ESL class five periods a week in lieu of regular English and in a tutorial class five periods a week for instruction in subject matter areas with ESL teachers. All students have an Individualized Student Improvement Plan. Students can be placed in the programs at their request after taking a placement test. Parents are notified about procedures for their children's participation in the program. (The report contains sample forms and materials to be used in the proposed program, as well as curriculum details.) (KC)

ED 277 854 CE 046 083

Sadd, Susan; And Others

Alternative Youth Employment Strategies Project: Final Report.

Vera Inst. of Justice, New York, N.Y.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Aug 83
NOTE- 309p.
CONTRACT- 28-36-79-05
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Change Strategies; Correctional Education; Correctional Rehabilitation; Demonstration Programs; *Disadvantaged Youth; Economically Disadvantaged; Educationally Disadvantaged; *Employment Programs; High Risk Students; Job Training; Outcomes of Education; Postsecondary Education; Program Effectiveness; Secondary Education; Vocational Rehabilitation; Work Experience Programs; *Youth Employment; *Youth Programs
IDENTIFIERS- *Alternative Youth Employment Strategies Project; Florida (Miami); New Mexico (Albuquerque); New York (New York); Youth Employment and Demonstration Projects Act

The Alternative Youth Employment Strategies (AYES) Project began as one of the demonstration projects funded under the Youth Employment and Demonstration Project Act in 1980. The program, which features three training models, is targeted toward high-risk, disadvantaged youth, especially minority youths from urban areas who had prior involvement with the criminal justice system. The three AYES models called for (1) a work experience program in which students worked together on community service-type jobs in crews under the direct supervision of AYES work site supervisors; (2) full-time vocational or academic training, including counseling, supportive, and job placement services; and (3) a rotating program of work experience and classroom training, with no period extending beyond two weeks. The AYES program provided 1,082 high-risk youths in three cities (Albuquerque, Miami, and New York) with employment training. Despite the many issues and complexities involved in assessing the program's effectiveness, it was possible to conclude that AYES was at least partially successful in its attempts to increase participants' employability and reduce their involvement with the judicial system. The most consistent and reliable finding was that participants were more likely to find employment at some time during the followup period than were members of the control group (51 versus 41 percent) and had higher mean weekly earnings ($63.16 versus $47.67). However, the program's hopes for improving the quality of employment for participants and changing their work attitudes turned out to be somewhat naive. (Appendixes include a detailed description of program implementation in the AYES project and methodological notes. Sixty-three data tables are in the document.) (MN)

ED 277 868　　　　　　　　　　　　　　　　　CE 046 118

Radcliffe, Charles W.; Zirkin, Barbara G.
Vocational-Technical Education Program Articulation and Linkages in Maryland.
Maryland Univ., Catonsville. Maryland Inst. for Policy Analysis and Research.
SPONS. AGENCY- Governor's Employment and Training Council, Annapolis, MD.
PUB DATE- 86
NOTE- 80p.; Some tables contain small print.
AVAILABLE FROM- MIPAR, Thomas M. Bradley Center, University of Maryland Baltimore County, Catonsville, MD 21228 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); Community Colleges; Cooperative Planning; Coordination; *Employment Services; *Job Training; *Linking Agents; Postsecondary Education; Program Development; Program Improvement; Secondary Education; State Surveys; *Statewide Planning; Technical Education; *Vocational Education
IDENTIFIERS- *Maryland

A study examined the extent of cooperation and coordination between and among agencies and individuals responsible for job training, vocational-technical and occupational education programs, and supportive services in Maryland. Two methods of inquiry were used in the study. First, a questionnaire was mailed to the director or coordinator of vocational-technical education in each of the 24 local education agencies (LEAs) and deans of each of the 17 community colleges in the state. Responses were obtained from all the community colleges and 18 LEAs. Next, the principal investigator interviewed a number of individuals connected with vocational-technical education and Job Training Partnership Act private industry councils. The study showed that additional progress in the area of articulation has been made since a similar study was conducted in 1984. Eleven community colleges report permitting high school students to take vocational courses at college, and deans in nine community colleges have formal policy statements between their board and local school boards. The data collected show increased interest and activity in the area of program articulation, with 21 of 38 respondents indicating changes in the past 2 years and 27 of 39 expecting further changes over the next 2 years. Nevertheless, inadequate communication among program administrators and others regarding common programs and problems remains a major cause of delayed progress toward articuation and linkages among related programs. (Appendixes include 15 tables detailing current and planned activities for coordinating vocational-technical education, job training, and supportive services.) (MN)

ED 277 895 CE 046 187

McLean, Gary N.
Case Studies for Management Development in Bangladesh. Second Book.
SPONS. AGENCY- World Bank, Washington, D. C.
PUB DATE- Aug 86
NOTE- 50p.; Prepared for the World Bank/Bangladesh Management Education and Training Project. For related documents, see CE 046 184-186.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Education; Adult Education; Case Studies; *Decision Making; *Developing Nations; Employees; Employer Employee Relationship; Foreign Countries; *Fringe Benefits; Higher Education; Loan Repayment; *Management Development; Marketing; Motivation; *Professional Continuing Education; *Salaries
IDENTIFIERS- *Bangladesh

These 15 case studies developed by faculty at institutions in Bangladesh are appropriate for use in a course in management development. The typical case describes a real business situation in which a real manager had to reach a decision. The case gives quantitative and qualitative information that is, or may be, relevant to that decision. Questions for consideration to help students focus on problems of interest conclude each case study. Each of the case studies deals with a different problem and a different cast of characters. The case studies are concerned with five problem areas. Seven cases in employee pay and benefits are XYZ Garments Ltd.; Eastern Gas Systems, Ltd.; ABC Bank; Sweet Sugar Mills Ltd.; Bangladesh Northern Jute Mills; Bangladesh Match Co.; and BT Corporation. Cases in employee-employer relations are Bangladesh Products Factory and Bangladesh Railway. Two cases in employee motivation are Central Textile Mills and Southern Nationalised Banks of Bangladesh. The cases in distribution are Cure Pharmaceutical Company and Mehar Industries. The last two cases are in recovery of bank loans: Laird Chemical Industries and Progress Ltd. (YLB)

ED 277 938 CG 019 620

Tang, Thomas Li-Ping; And Others

Quality Circle Effectiveness as a Function of Upper-Management Support, Circle Initiation, and Collar Color.

PUB DATE- Mar 86
NOTE- 30p.; Portions of this paper presented at the Annual Meeting of the Southeastern Psychological Association (32nd, Orlando, FL, March 26-29, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blue Collar Occupations; *Industrial Personnel; *Personnel Management; *Productivity; *Quality Circles; White Collar Occupations

Japanese management practices have attracted much interest in the United States. The use of quality circles (QCs) common in Japan, has been considered a promising approach to improving Americn workers' productivity. A quality circle is made up of workers from the same group who meet to discuss quality problems, recommend solutions, and implement improvements. In-process goals of QCs include immediate feedback, improvements, and modifications of policies; end-product goals deal with cost-savings, improved quality, and higher productivity. This study examined the in-process goals of 47 quality circles over a 3-year period in a quasi-experimental field study in a Tennessee fabrication and assembly plant. The dependent variables were the quantity of QC presentations and the speed of problem-solving. These two dependent variables were examined as a function of upper-management support (high versus low), QC initiation (management-initiated versus self-initiated), and collar color (white versus blue) in a 2 x 2 x 2 multiple analysis of variance. The results showed that QCs with a high level of upper-management support solved their problems significantly faster than did those QCs with a low level of support. Management-initiated QCs solved their problems significantly faster and solved more problems than did self-initiated QCs. Self-initiated QCs with a low level of upper-management support had a slower speed of problem-solving. Further, self-initiated QCs with white collar workers also had a slower speed of problem-solving. A six-page reference list and three data tables conclude the document. (ABL)

Lang, Frederick K.
"Telling an Old Story": Ringside at Brooklyn College and at NYU.
PUB DATE- 85
NOTE- 34p.; For a related document, see CS 210 231.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audiovisual Aids; Classroom Techniques; *Compensatory Education; Creative Teaching; Films; Higher Education; Learning Problems; Literary Styles; Media Selection; Nontraditional Education; Prewriting; *Remedial Programs; Student Motivation; Teaching Methods; Writing Apprehension; Writing Difficulties; Writing Exercises; *Writing Improvement; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- *Developmental Writing; *Film Viewing

The film, "Telling an Old Story" (part of the series "Writers Writing" that was coproduced by WNET and Learning Designs and televised by WNET in 1985), was integrated into college developmental writing classes and proved to be an effective strategy for the improvement of students' writing skills. The film was presented with the emphasis on the problem/solution sequence--as a kind of mystery story rather than as an "educational film." The students saw the film twice, the first time with strategic stops for discussion and comparison free writing. Then, for greater student involvement, only the audio portion was run with the discussions about writing edited into a single sequence. The students drew parallels between writing and filmmaking, agreeing not only that the cinematic approach to writing a story is sometimes more effective or striking, but also that writing is much like film editing. The film has motivated the students to be more thorough, more patient; they are now more convinced that writing is indeed a process and they are more willing to be guided by it and better able to exert control over it. In short, their exposure to the film helped them to write with both greater freedom and more discipline. They wrote better, but more importantly, they became more fully and creatively engaged with writing. (NKA)

ED 278 050 CS 505 402

Nimmo, Dan; Johnson, Karen S.

Political Polling and Public Knowledge.

PUB DATE- 86
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attitude Measures; *Audience Analysis; Community Attitudes; Credibility; Inquiry; Majority Attitudes; Mass Media Effects; *News Media; Political Attitudes; *Public Opinion; Social Attitudes; Statistical Surveys; Use Studies
IDENTIFIERS- *Political Analysis; *Poll (Influence)

More than one-third of U.S. newspapers use various kinds of systematic survey research other than that provided by Gallup or Harris, and broadcast networks have polling units that are part of their news divisions. However, as most of the media employ them, opinion polls provide a genuine basis for "broad, sweeping generalizations." News media polls do less to provide public knowledge about issues, events, and political personalities than superficial acquaintance with public perceptions. Most polls, for instance, limit themselves to single indicators of public views rather than employ multiple indicators. Possible misuses and abuses of polls and news media coverage of them produces concern among professional pollsters, politicians, scholars, and the mythical "man in the street." In addition to the thought that must be given to the development and enforcement of adequate standards (i.e., suggested codes, legislative action), the news media must give due consideration to how serious they are about the use of polls to provide the basis for interpretive reporting, generalizations, and predictions. Given the costs of polling, there is a strong temptation to cover a variety of issue areas within a single amalgam poll. More sophisticated multi-dimensional designs would be in order to improve the quality of their polling. A four-page list of references is provided. (NKA)

La Pierre, D. Bruce
Voluntary Metropolitan School Desegregation in St. Louis--Substantial Achievements and Unfulfilled Promises.
PUB DATE- Jan 87
NOTE- 36p.; Paper presented at a National Conference on School Equity, "Balancing the Scales: 200 Years After the Constitution. Future Designs for Educational Equity" (St. Louis, MO, January 28-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- Access to Education; Black Students; Court Litigation; *Educational Quality; Elementary Secondary Education; *Equal Education; Interdistrict Policies; Legal Problems; *Magnet Schools; Public Schools; *Racial Distribution; *School Desegregation; Urban Education; *Voluntary Desegregation
IDENTIFIERS- *Missouri (Saint Louis)

This paper summarizes events leading to the interdistrict settlement of the St. Louis (Missouri) school desegregation case. Remarks are focused on four points: (1) an overview of the settlement process and rationale, (2) an explanation of the principal provisions, (3) a brief analysis of the implementation process, and (4) a discussion of the problem of incompletely implemented quality education programs for all-black schools. In May 1980, the District Court ordered the state, the city school board, and the Department of Justice to explore interdistrict remedies to address racial imbalances in St. Louis schools. At that time two-thirds of all black students (30,000) in the city schools were in all-black schools. Eventually, 15 out of 23 suburban districts agreed to voluntary participation. The chief opponent was the state, which was required to foot the costs for interdistrict transfer of students. The actual settlement had three components: provisions for voluntary interdistrict transfers, establishment of magnet schools, and improvement of educational quality and school facilities. So far, the voluntary program has provided 9,600 black students with desegregated education and may provide similar opportunities for 5,400 more children. The paper concludes with five recommendations and a warning that while unfulfilled promises concerning quality education, magnet schools, and capital improvements deny remedies to nearly 25,000 children in all-black city schools, the community invites harsh, judicially imposed solutions which it may avoid by acting voluntarily. (MLH)

Twiford, Travis; Harrison, Frances

Establishing and Maintaining an Effective Board/Superintendent Relationship.

PUB DATE- 14 Nov 86
NOTE- 10p.; Paper presented at the Annual Meeting of the North Carolina State School Boards Association (Winston-Salem, NC, November 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Qualifications; Administrator Role; Administrator Selection; *Board Administrator Relationship; Board of Education Role; Elementary Secondary Education; Interpersonal Communication; Meetings; *Organizational Communication; *Superintendents

This paper presents two separate but related addresses on the subject of the relationship between school boards and superintendents. The comments of Frances Harrison, chairman of the Rocky Mount City (North Carolina) Board of Education, focus on the importance of the superintendent selection process and on elements of the board-superintendent relationship that are critical to establish from the first. The person selected as superintendent must be not only eminently qualified but must have a personal and administrative style that meshes well with the board's style. An effective relationship depends on mutual trust, mutual loyalty, and clearly defined roles. Shared experiences of both a formal and informal nature, apart from regularly scheduled meetings, can also help build rapport. The comments of Travis Twiford, superintendent of the Rocky Mount City Schools, focus on effective communications and meetings. The board-superintendent relationship should be open, with both sides free to initiate communication while remaining aware of the other party's time constraints. Regular publication of interesting information, specificity in communications, and personal dialog are also important. Open but well-planned meetings with predictable agendas that allow all participants to prepare also add to good relations. (PGD)

ED 278 184 EC 191 729

Brigham, Rick; Snyder, Jim.
Developing Application-Oriented Examples in Language Arts for Students with Mild Handicaps.
Iowa State Dept. of Education, Des Moines. Bureau of Special Education.
PUB DATE- 86
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Daily Living Skills; Elementary Secondary Education; Functional Reading; Generalization; *Language Arts; *Learning Activities; *Mastery Learning; *Mild Disabilities; Phonics; Reading Comprehension; *Reading Skills; Spelling; *Teaching Methods; Vocabulary; Writing Skills

The guide is intended to help teachers of mildly handicapped (learning disabled, behavior disordered, and mildly retarded) students develop and modify language arts activities keyed to specific learning needs. A preliminary chapter discusses principles of teaching for mastery and generalization including sequential modification, identifying and using natural maintaining contingencies, using sufficient exemplars in training, and mediating generalization. The guide's suggested activity format utilizes a sequence of (1) demonstration, (2) practice to mastery, and (3) generalization. The 26 activities are structured according to the following prompts: content (e.g., reading), focus (e.g., comprehension), task (e.g., answering questions about such daily items as bills and labels), need (a daily living skill), possible objectives, example at secondary level, general statement of activity type, modification for elementary level, modification for secondary level, follow-up (evaluation activities), and references. Activities focus on such skills as comprehension, capitalization, phonics, vocabulary, word recognition, practical writing, spelling, reading a newspaper article, identifying prefixes, and phonetic analysis. A listing of 15 references is appended. (DB)

ED 277 881 CE 046 151

Dohmen, Gunther; Niemi, John

International Adult Education: Our Developing Interests and Responsibilities and What It Means To Be an International Adult Educator.

District of Columbia Univ., Washington, D.C. Dept. of Adult Education.

PUB DATE- Dec 86

NOTE- 16p.; Papers presented at a conference on Career Possibilities in International Adult Education (Washington, DC, September 25-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Education; *Adult Educators; *Careers; *Cross Cultural Studies; Cultural Awareness; Cultural Exchange; Culture Contact; Educational Needs; *Employment Opportunities; Foreign Countries; *International Education; Postsecondary Education; School Role; Teacher Qualifications; Teacher Role

IDENTIFIERS- West Germany

This issue contains the texts of two papers on career opportunities in the field of international adult education. In the first paper, "International Adult Education: Our Developing Interests and Responsibilities," Gunther Dohmen discusses the role of international adult education in increasing understanding among citizens of different nations, with particular attention to the need for increased understanding of foreign historical, political, economic, and cultural development. Dohmen also discusses the need for adult education researchers who specialize in the cultural differences that lead persons from different nations and cultures to develop different values and different methods of perception, cognitive elaboration, and learning. In a paper entitled "What It Means To Be an International Adult Educator," John Niemi discusses various avenues through which an adult educator becomes an international adult educator, including linking up with a university that has an international thrust, participating in professional activities dealing with international adult education, becoming involved with an organization directly involved in international education, and participating in conferences in the field. In the second part of his paper, Niemi discusses the special skills needed by international adult educators (including language, social, organizational, facilitating, and evaluating skills) and some of the constraints placed upon them. (MN)

ED 277 909 CG 019 591

Barke, Charles R.
Attribution Traits Versus Situations: The Cross-Situational Consistency of Attributions.
PUB DATE- Aug 86
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Cognitive Style; College Students; Higher Education; *Individual Differences; Personality Traits; Reliability

While attributions have traditionally been viewed as social cognition variables, some researchers have proposed that individual differences exist in attributional patterns and that these patterns are differentially related to and predictive of various behaviors. A study was conducted to examine the question of attribution style as a trait-like individual difference variable. Crucial to construct validity is the issue of cross-situational consistency of behaviors/responses. A recent study (Cutrona, Russell & Jones, 1985) found only weak evidence for consistency using an attribution measure of stability, internality, and globality. The present study employed the Student Attribution Survey (SAS), a 64-item measure of four types of attribution: Ability, Effort, Task Difficulty, and Luck. Items on the SAS are differentiated by type of attribution, outcome valence, and situational context. The SAS was completed by 464 college students. It was hypothesized that the factor structure would be determined by attribution type and valence, but that situation would not be a significant aspect. Results of factor analysis yielded factors that were defined by attribution type and valence. Only two minor factors were situation specific. These results support the construct of attribution style, at least for hypothetical events. Implications for attribution theory, applications, and future research needs are presented. (Author/NB)

ED 277 923   CG 019 605

Electroconvulsive Therapy. Consensus Development Conference Statement, Vol. 5, No. 11.
National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Mental Disorders; *Outcomes of Treatment; *Psychiatry; *Research Needs; *Therapy
IDENTIFIERS- *Electroconvulsive Therapy

Electroconvulsive therapy (ECT), a treatment for severe mental illness in which a brief application of electric stimulus is used to produce a generalized seizure, has been in use for over 45 years. Controversies still exist today concerning the use of ECT. In 1985, the National Institutes of Health and the National Institute of Mental Health held a Consensus Development Conference on Electroconvulsive Therapy. A consensus panel representing psychiatry, psychology, neurology, psychopharmacology, epidemiology, law, and the general public considered scientific evidence presented by ECT experts. The panel agreed that: (1) ECT is effective for a narrow range of psychiatric disorders in the diagnostic categories of delusional and severe endogenous depression and manic and certain schizophrenic syndromes; (2) ECT side effects include acute confusional states and persistent memory deficits for events during the months surrounding the ECT; (3) physicians and patients considering ECT should participate in an ongoing consultative process and consider advantages and disadvantages of ECT; (4) proper administration of ECT can reduce side effects while maintaining therapeutic effects; and (5) future research in ECT should examine the basic mechanisms by which ECT works, patients for whom ECT is particularly beneficial or toxic, and how to maximize efficacy and minimize side effects. (NB)

ED 277 953 CG 019 635

Sarvela, Paul D.; Rabelow, Colleen D.
An Efficiency and Effectiveness Study of a State-Wide Alcohol and Substance Abuse Education Project.
Southern Illinois Univ., Carbondale. Coll. of Education.
PUB DATE- 28 Jan 87

NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alcohol Education; *Alcoholism; *Counselor Training; Drug Abuse; *Drug Education; *Program Effectiveness; *Program Evaluation; Rehabilitation
IDENTIFIERS- *Substance Abuse

An evaluation of a state-wide alcohol and substance abuse education project covering the years 1983 through 1986 is provided in this document. The project was designed to provide continuing education opportunities for counselors and other staff working in the field of alcoholism and substance abuse. Much of the training provided is technical in nature, assigned to upgrade participants' knowledge concerning the treatment of alcoholism and substance abuse, improve their interpersonal communication skills, and enhance their professional growth and development. Evaluation results indicate that: (1) program participation increased significantly from the 1983 rate of 468 participants to the 1986 rate of 2,401 participants; (2) costs per training day per participant dropped from $200 in 1983 to $48.33 in 1986; (3) the majority of participants were counselors, although about one-third were recovering alcohol or substance abusers; (4) the majority of participants were college graduates with an average age of 41.7 years; and (5) participants rated workshop effectiveness from good to excellent in areas of course content, trainer effectiveness, workshop activities, and setting. Seven recommendations for future program development, implementation, and evaluation are listed. Appendices include workshop titles for each of the four years studied and the 1985 and 1986 data collection instruments. References are included. (ABL)

Baruch, Rhoda; Stutman, Suzanne

Episodes of Anger on Prime Time Television: A Content Analysis.

Institute for Mental Health Initiatives, Washington, DC.

PUB DATE- 17 Jan 86
NOTE- 45p.; Paper presented at the Annual Meeting of the World Association for Infant Psychiatry and Allied Disciplines (3rd, Stockholm, Sweden, August 3-7, 1986). For related document, see CG 019 649.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Anger; *Characterization; *Emotional Response; *Popular Culture; *Programing (Broadcast); *Role Models; Television; Television Research; Television Viewing

Although anger is associated with risk of coronary heart disease, failed marriages, and suicide, angry exchanges are not always negative experiences but can be beneficial. Recently experts on anger concluded that television could portray anger constructively by using television characters who listened to the angry person, integrated anger and love, remained open to the other person's feelings, refrained from violence, and engaged in problem solving. This study examined 15 of the most popular commercial television programs appearing in March and April 1985. These programs represented a wide spectrum of tastes, all three networks, and the top production companies. Program types were adventure, prime time dramas, situation comedies, and detective stories. A total of 194 anger episodes in the 15 programs were analyzed using a content scoring instrument containing 56 items describing the presence or absence of certain characteristics of the angry person and of the target of anger. Skills found to be well illustrated included listening to the angry person, showing respect, remaining in tune with own feelings, and accurately hearing the angry person. Angry characters directed anger toward an object, displayed appropriate anger, and explained the cause of anger coherently. Analysis showed expressions of anger by television characters did not inevitably lead to abuse and violence, but sometimes even modeled anger management with positive outcomes. Television has an opportunity to portray a greater variety of positive anger responses. References and eight data tables are appended. (ABL)

ED 277 981 CS 008 615

Horvath, Frank G.; Machura, Shirley
Development of the Alberta Diagnostic Reading Program.
PUB DATE- Nov 86
NOTE- 11p.; Paper presented at the Annual Meeting of the Alberta Provincial Conference of the International Reading Association (Lethbridge, Alberta, Canada, November 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Diagnostic Teaching; Elementary Education; Foreign Countries; Individualized Instruction; *Program Design; *Program Development; Program Implementation; Reading Ability; Reading Achievement; Reading Diagnosis; *Reading Instruction; *Reading Processes; Reading Tests; *Teaching Methods
IDENTIFIERS- Alberta; *Alberta Diagnostic Reading Program

The development of the Alberta Diagnostic Reading Program (ADRP) was based on a current psycholinguistic theory that describes reading as a process in which the reader uses background information to communicate with the author. To ensure its usefulness and effectiveness, the developers of the ADRP sought the advice and direct involvement of many teachers. Developers also recognized that the program had to address both evaluation and instructional components to help teachers instruct diagnostically. Six strategies for evaluating students' reading abilities were developed: a diagnostic reading checklist, oral reading miscues, retelling, comprehension questions, and cloze and sentence verification. In addition, instructional strategies were developed to help students process print information and background knowledge in a variety of ways. An interpretation chart was designed to help teachers assess each student's overall reading ability. This profile can then be matched with one of five identified reading patterns and used by teachers to plan appropriate follow-up instruction. To facilitate access to the program, ADRP materials were organized into four handbooks covering evaluation strategies, reading passages, duplicating masters, and instructional strategies. Pilot pretests and posttests indicated that the ADRP was a success: students' reading performances showed significant improvements and teachers responded enthusiastically. (JD)

ED 278 008 - CS 210 087

Traubitz, Nancy; Pfetsch, Cheryl

Exploring the Third World: Two Interdisciplinary Units for Advanced Placement English.

PUB DATE- Oct 85
NOTE- 58p.; Prepared at Springbrook High School, Silver Spring, Maryland, English Department, a National Council of Teachers of English Center of Excellence. Several pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advanced Placement Programs; African Culture; *Cultural Awareness; Cultural Education; *Cultural Influences; *Developing Nations; *English Curriculum; English Instruction; High Schools; Instructional Materials; Interdisciplinary Approach; Literature Appreciation
IDENTIFIERS- *Africa; *Far East

Developed to enhance students' cultural awareness of Africa and the Far East, this guide contains both interdisciplinary and specific content curriculum materials for two course units in Advanced Placement English. These units were designed to (1) communicate the countries' rudimentary geography and history; (2) introduce the value systems, culture, institutions, and aesthetics of the Third World; and (3) teach students to work knowledgeably with the large numbers of Third World students in the school system. The objectives, procedures, products, and evaluation are outlined for each unit. Among the instructional materials included in the Far East unit are definitions, a horticulture project, a slide show guide, worksheets and unit tests, an assignment on the identification of Far Eastern influences on Western artists and poetry, Indian English prose and poetry with discussion questions, a worksheet on the Imagist school and review of literary genres, and narrative/drama as a literature mini-unit. Among the materials included for the African unit are an assignment dealing with mythic patterns in the literature, history, and art of the culture; readings of novels set in Africa; worksheets dealing with a field trip to the Museum of African Art; a slide show; "praise" poems; a comprehensive unit test; and maps, worksheets, and poems. (JD)

ED 278 036 CS 210 274

Recommended Readings in Literature, Kindergarten through Grade Eight.
California State Dept. of Education, Sacramento.

PUB DATE- 86
NOTE- 88p.
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($2.25 plus tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescent Literature; *Childrens Literature; Curriculum Development; Elementary Education; *Literary Genres; *Literature Appreciation; Reading Attitudes; Reading Materials; *Reading Material Selection; Reading Programs; Recreational Reading; Supplementary Reading Materials

Compiled by teachers, administrators, curriculum planners, and librarians, this list is intended to help local level curriculum planners and teachers select books for their reading programs and evaluate their literature programs, and to encourage students to read by improving their reading attitudes. To accommodate a variety of tastes, abilities, and learning modalities, books from the following genres are included: picture books, folklore, modern fantasy and science fiction, poetry, contemporary realistic fiction, historical fiction, informational and biographical nonfiction, plays (grades K-6), and foreign language books. The introduction discusses the intent, development, and format of the list. Designed for ease of use and understanding, the list (1) contains three sections--"Core and Extended Materials," "Recreational and Motivational Materials," and "Materials for Students in Grades Seven and Eight"; (2) gives titles within these sections by traditional categories generally well known by elementary teachers; (3) lists each entry alphabetically by author (or by title if author is unknown or anonymous); (4) provides a matrix to give users information helpful in searching for and selecting books; and (5) includes an index of authors and titles. (JD)

ED 278 065 CS 505 472

Benoit, Pamela J.; And Others
Displaying the Nature of Relationships in Media: An Analysis of Relationship Dimensions in "Hill Street Blues."
PUB DATE- Nov 86
NOTE- 40p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986). Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Characterization; *Communication Research; *Conflict Resolution; Egocentrism; Interaction Process Analysis; *Interpersonal Communication; Interpersonal Competence; *Interpersonal Relationship; Personal Autonomy; Social Behavior; Speech Communication; *Television Research; Work Attitudes
IDENTIFIERS- Hill Street Blues

A study examined the nature of audience perceptions of television characters' relationships in "Hill Street Blues" and displayed how relational differences in fictional couples are communicated. Using a relational dimensions instrument, the relationships between Frank Furillo and Fay Furillo and between Frank and Joyce Davenport were categorized as independent, traditional, or separate. Frank and Joyce were independent, while Frank and Fay were separate. Display of conversational synchrony, use of implicit topic changes, and occurrence of private language and teasing episodes were communicative cues that indicated Frank and Joyce have a more integrated relationship than Frank and Fay. Further, Frank and Joyce were portrayed as equals while Frank and Fay's relationship was complementary. Communicative cues also indicated that Frank and Joyce were work-centered while Fay was self-centered. With Joyce, when dealing with conflict, Frank chose an integrative strategy 50% of the time, and a distributive strategy 36% of the time. The pattern was similar with Fay. Joyce chose a distributive strategy in 91% of their arguments, and Fay chose a distributive strategy 65% of the time and an integrative strategy 35% of the time. After viewing videotaped scenes, subjects answered several open- and closed-ended questions. Answers indicated that the audience's perceptions of these relationships match those achieved through content analysis of the show. (SRT)

ED 278 118 EA 019 115

Hansen, Kenneth H.
Substance Abuse in Schools: Statewide Educational Policy Issues. Program Report.
Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 9p.; Prepared for the Chief State School Officers of the Northwest and Pacific.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Drug Abuse; *Educational Policy; Elementary Secondary Education; *Policy Formation; School Role; State Action; *State Departments of Education; State School District Relationship; Student Behavior; Student Rights
IDENTIFIERS- *Substance Abuse

The problem of student abuse of drugs and alcohol demands immediate action at the state level to ensure the taking of suitable action at the local level. It is inappropriate for state agencies to refuse to act, to delegate full authority to local agencies, or to try to take an equivocal position; the most reasonable response appears to be to share with local districts the responsibility for formulating clear policies and programs. Developing policy concerning substance abuse is complicated by several serious factors that are not normally associated with educational policy: (1) the activities with which the policy is concerned are clearly illegal; (2) these activities can be life-threatening; (3) the problem is rooted in community conditions and mores; (4) policy opposing intrusion into students' family lives may have to be set aside; and (5) effective action may challenge students' rights and freedoms. One option that states should consider is providing guidance to local agencies concerning policy issues affecting prevention, detection, and treatment of substance abuse. States must also decide whether to make their policies mandatory, whether to assist local districts in policy development, and whether to fund staff training, curriculum development, and the creation of program evaluation methods. (PGD)

ED 278 157 EA 019 157

Nelson, David E.
Utah Educational Quality Indicators. The Sixth in the Report Series: "How Good Are Utah Public Schools." Executive Summary.
Utah State Office of Education, Salt Lake City.
PUB DATE- Jan 86
NOTE- 20p.; For the fifth document in the series, see ED 231 066. For the report on which this summary is based, see EA 019 156.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; Educational Change; Elementary Secondary Education; Self Concept; *Standardized Tests; Statistical Surveys; Student Attitudes; *Student Characteristics; *Test Results; *Trend Analysis
IDENTIFIERS- Indicators; *Utah

For nearly 20 years, Utah's Office of Education has been systematically monitoring the academic performance and other characteristics of Utah's students. This executive summary, an overview of the sixth major report since 1967, examines several measures describing educational quality in Utah schools. The first section covers students' achievement in mathematics, reading and language arts, science, social studies, and art and music. In most areas, Utah test results are significantly higher than they were 10 years ago and substantially higher than national norms. Utah students are sill in need of improvement in advanced mathematics and the physical sciences. The second section focuses on student characteristics, including academic self-concept, peer relations, career development, and educational aspirations. A third section summarizes pertinent information about course-taking patterns in Utah schools and students' evaluations of their educational experience. A higher percentage of Utah high school students took at least two years of foreign language, mathematics, and science in 1985 than in 1984. Utah college-bound students rated their education more highly than did their national counterparts. The fourth section highlights implications for educational reform, and a fifth section identifies future areas of concern, such as preparing for the so-called information society and implementing effective schools research. (MLH)

ED 277 842 CE 046 065

Smith, Christopher A.
Contracting Janitorial Services. A Training and Production Model.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
PUB DATE- Nov 83
NOTE- 183p.
AVAILABLE FROM- Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; *Cleaning; *Contracts; *Disabilities; Equipment Maintenance; Hand Tools; *Job Training; Models; Normalization (Handicapped); Program Development; Program Implementation; Rehabilitation Centers; *Rehabilitation Programs; Retraining; Supplies; *Vocational Rehabilitation
IDENTIFIERS- *Janitorial Services

This book provides a model to help facilities for training handicapped persons to teach janitorial work and set up a contracting program for janitorial services. The book is organized in three sections. The first section outlines the training production model, including hints on beginning the venture, separation of training and contracting functions, contracting and training interaction, and the ancillary training program. In the second section, information on janitorial training is given. Topics include the training program (with information on choosing a site, curriculum, and instructors and purchasing and using equipment and supplies), administering criterion curricula, training for critical vocational behaviors, and length of training. The final section of the book contains guidelines for janitorial contracting. Information is included on defining contracting, the role of quality, competition, types of contracts, bids, selling services, quotations, legal documents, and keeping contracts. Sources considered to be useful are listed. Appendixes include performance formulas, janitorial curricula, and bidding formulas. (KC)

ED 277 995 CS 008 652

Milz, Vera E.
Literacy: Learning and Schooling.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.

PUB DATE- Mar 87
NOTE- 7p.; Preconference paper prepared for a working conference, "Tension and Dynamism: The Education of a Teacher" (University of Michigan, September 28-October 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Classroom Environment; *Literacy Education; Primary Education; *Reading Instruction; *School Community Relationship; Teacher Responsibility; Teaching Methods; *Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- Whole Language Approach

The concern for literacy dominates the elementary classroom as instructional theories mesh with the realities of practice. Reviews of research literature, such as "Becoming a Nation of Readers," have given considerable support to meaning-centered, active language learning curricula. Questioning whether today's children will be literate enough to meet future demands, many current publications have discussed how this approach is superior to focusing on isolated skills and drills instruction. Teachers must observe students' learning processes carefully to select the combination of instructional methods and materials that will truly benefit them. By inviting parents, school boards, administrators, and the general public into the classroom on a regular basis, teachers can demonstrate how their approach to reading and writing instruction works. But teachers must go beyond testing by keeping records and folders of children's work to describe how they are learning. Inservice support programs can provide teachers with useful information and guidance. The increasing amount of case study and ethnographic research has allowed university and school personnel to gain a deeper understanding and greater articulation of literacy development by examining how children learn reading and writing skills in the classroom. (JD)

ED 278 078 CS 505 494

Strohkirch, C. Sue; Parks, Malcolm R.

General and Context Dependent Relationships between Communication Apprehension and Gender Role Orientation.

PUB DATE- Nov 86

NOTE- 30p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Communication Apprehension; Communication Research; *Communication Skills; Interpersonal Communication; *Psychological Evaluation; *Psychological Patterns; Public Speaking; *Sex Differences; Sex Stereotypes

IDENTIFIERS- *Psychological Gender

The purpose of this study was to replicate and extend previous research on the relationship between communication apprehension (CA), biological sex, and psychological gender. With the objective of reducing the potential for instrument bias, the possibilities for context dependent effects were explored to a greater degree than in past studies and multiple measures were employed. Analysis of a survey completed by 291 undergraduate subjects indicated clear differences in the overall level of CA experienced by subjects of differing self-reported psychological genders. Feminine individuals reported higher levels of CA across all measures than did androgynous or masculine individuals. Findings supported the theoretical rationale that sex-typed individuals experience greater apprehension than androgynous individuals because their communication skills and expectations restricted them to a narrower range of situational competencies. Results showed that the measures of psychological gender were more powerful predictors than biological sex. Moreover, results indicated that the relationship between CA and psychological gender is predominantly cross-situational and relatively free of context dependent interaction. Individuals who were undifferentiated in terms of psychological gender were found more likely to experience the greatest overall CA. In general, individuals were found to experience the least CA in dyadic situations, more apprehension in group contexts, and the most CA in public speaking contexts. A three-page reference list is provided. (JD)

ED 278 091 EA 019 071

Sheehan, Lourdes; And Others
A Study of Opinions & Attitudes of the Sisters of Mercy: Members of Mercy High Education Colloquium, Mercy Secondary Education Association, Mercy Elementary Education Network.
Sisters of Mercy of the Union, Silver Spring, MD.
PUB DATE- Dec 86
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Catholic Educators; *Catholic Schools; Cooperative Planning; Cooperative Programs; *Educational Assessment; Educational Improvement; Educational Objectives; Elementary Secondary Education; Higher Education; Institutional Cooperation; Institutional Mission; Needs Assessment; Private Schools; Questionnaires; Religious Education; Religious Organizations; *Teacher Attitudes

To assess opinions among members of the education networks of the Sisters of Mercy, a 4-part, 45-item questionnaire was distributed in 1986. Respondents represented higher education, secondary education, and elementary education. Results from major superiors of the Union and its nine provinces and each of the independent congregations are reported separately. Of the 507 questionnaires mailed, 336 were returned for a response rate of 72 percent. This monograph presents tables of data and discussions about respondents; institutional involvement; values, collaboration, and sponsorship; and future directions. Respondents reflected shared values and belief in their educational mission. Recommendations drawn from five opinion categories include the following: (1) Concerning charism, administrators should ensure placement of sisters in ministries that serve the poor and the ability of some poor to attend Mercy-sponsored institutions. Concern for women and for excellence should continue. (2) Regarding sponsorship, development of a lay leadership as teachers and administrators is needed and greater support of nonsponsored educational ministries should be given. (3) Regarding networking, greater involvement is needed with other Catholic educational institutions and among the three Mercy-sponsored groups. (4) Concerning collaboration, sponsorship of alternative educational settings and a common focus for sisters in education are desirable. (5) Concerning "system," the union should sponsor needed institutions and systems similar to health care ministries for Mercy educational institutions. (CJH)

ED 278 131 EA 019 129

School Community Education Program in New York City, 1984-85. Volume II: OEA Final Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Dec 86
NOTE- 58p.; For related documents, see EA 019 128-131.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Literacy; Computer Oriented Programs; Educational Innovation; Elementary Secondary Education; Gifted; *Preschool Education; *Program Effectiveness; Program Evaluation; *School Community Programs; School Districts; *Urban Schools
IDENTIFIERS- *New York City Board of Education; *School Community Education Program

In 1984-85, the New York City Public Schools received $2,374,686 from the state legislature to operate the School Community Education Program (also known as the Umbrella Program). The program consisted of 46 different projects designed to provide innovative solutions to local educational and school problems. Three computer literacy projects and four prekindergarten programs are evaluated in this volume of a four-volume set. Each evaluation report describes the project briefly, identifies the evaluation methodology, presents the findings, and provides recommendations for improvement. Copies of program-developed assessment instruments are provided when appropriate. The projects evaluated in this volume are: (1) Project LOGIC (LOGO Computer Language, elementary level); (2) the East Harlem Pre-Kindergarten Center Project (enrichment, 3- and 4-year-olds); (3) Brooklyn College Tutorial Center (prekindergarten programs--regular and gifted--and parents' program); (4) the Computer Word Processing Program (word processing, grades 7-9); (5) the Computer Literacy Program (basic computer knowledge and career information, grades 3-9); (6) the Parent Cooperative Nursery Program (learning disability prevention, prekindergarten); and (7) the Pre-School Gifted and Talented at Brooklyn College Tutorial Center Project (creativity and problem-solving skills, gifted prekindergarten children and parents). (PGD)

ED 278 171 EA 019 176

What Is the Penny Buying for South Carolina? Assessment of the Second Year of the South Carolina Education Improvement Act of 1984.

South Carolina State Dept. of Education, Columbia. Div. of Public Accountability.

PUB DATE- 1 Dec 86

NOTE- 91p.; For a related document, see ED 275 039.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Achievement; Attendance Patterns; Community Attitudes; Community Involvement; Community Services; *Educational Assessment; Educational Environment; Educational Finance; *Educational Improvement; Educational Testing; Elementary Secondary Education; Enrollment Trends; Family School Relationship; *Improvement Programs; Incentive Grants; Inservice Education; Instructional Effectiveness; Program Effectiveness; Program Evaluation; School Community Relationship; Special Programs; State Legislation; Student Evaluation; Tables (Data); Teacher Certification; Teacher Motivation; Vocational Education

IDENTIFIERS- South Carolina; *South Carolina Education Improvement Act 1984

This assessment of the second year of the South Carolina Education Improvement Act of 1984 presents an analysis of information in six areas important to improving education. This trend information can be used to determine whether proposed benefits of the act are being realized. The first chapter reviews trends in student test scores and other academic indicators assessing the success of academic performance initiatives. The second chapter examines services to groups of students including early childhood development, compensatory and remedial mathematics and reading programs, gifted and talented programs, advanced placement courses, and vocational education. Chapter 3 deals with services to school personnel, emphasizing the importance of quality professional staff as fundamental to quality education. Chapter 4, on school conditions, focuses on positive school climates and conditions as factors related to improved student performance. The fifth chapter highlights community involvement, stressing the role of parents, community, and business as partners with the schools in the education process. Chapter six examines public confidence and its link to the strength of a public education system. The seventh chapter outlines recommended changes in the teacher and principal incentive programs, respectively. Methodologies, grants, program information, and other relevent data are listed in 11 attached appendices. (WTH)

How Do I Manage? An Introduction to Management. An Introductory Package to the Certificate in Management Studies. Revision.

North West Regional Management Centre, Chorley (England).

PUB DATE- 85
NOTE- 68p.; For the supplementary material and workbook, see CE 045 145. To be used with the textbook "Management," 8th edition, by Koontz, O'Donnell, and Weihrich (McGraw-Hill, 1984).
AVAILABLE FROM- Northwest Regional Management Centre, Woodlands, Southport Road, Chorley, Lancashire, England PR5 7RU (5.50 pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Administrative Organization; Behavioral Objectives; *Business Administration; Foreign Countries; Independent Study; *Job Skills; Learning Activities; *Management Development; Managerial Occupations; Organizational Development; Personnel Management; Postsecondary Education; Staff Development; Supervision; *Supervisory Training; Units of Study
IDENTIFIERS- England

This book was originally produced in England as part of a self-instructional package designed as an introduction to the course for the Certificate in Management Studies. The package includes a number of self-assessed activities and is expected to take about 20 hours to complete. The course materials are organized in three sections covering the following topics: (1) approaches to an understanding of management; (2) management activities--analyzing the job description; and (3) organizational structures. Each section contains objectives, information, examples, references to activities contained in an accompanying book of supplementary material, references to a required textbook and other sources, and conclusions. Material is illustrated with line drawings and charts. (KC)

ED 277 829 CE 046 038

Haney, Walter M.
Evaluation of the Massachusetts Vocational Curriculum Resource Center. Final Report.
Boston Coll., Chestnut Hill, MA. Center for the Study of Testing, Evaluation, and Educational Policy.
PUB DATE- Oct 86
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Curriculum Development; Curriculum Research; *Curriculum Study Centers; *Educational Resources; *Information Dissemination; *Program Effectiveness; Program Evaluation; Secondary Education; *Vocational Education
IDENTIFIERS- *Massachusetts Vocational Curriculum Resource Ctr

The Massachusetts Vocational Curriculum Resource Center (MVCRC) was started in 1980 to serve as the primary vehicle for providing curriculum development assistance to secondary vocational schools and programs in the state. The aim of the study reported here was to evaluate the MVCRC to determine the extent to which it has met its objectives and the impact of the Center's work on vocational programs, and to identify strategies for improving the Center's operation. As part of the evaluation study, a statewide mail survey of 500 vocational educators was conducted, with a return of 200 questionnaires (38 percent). The results of the survey showed that nearly half of all vocational teachers in the state have used the MVCRC, and more than 80 percent have heard of the Center. The survey results also showed that other educators and professionals besides teachers use the MVCRC. Nearly 80 percent of the respondents said they have used curriculum resource materials in the past two years, and the Center was the most important source of useful materials. Eighty-eight percent of respondents found the MVCRC materials quite useful or extremely useful, although home economics teachers were least satisfied with materials. All respondents said the MVCRC was extremely or quite responsive. Other information was gathered through interviews. Interviewees mentioned strengths such as usefulness, high quality staff, and networking activities. Weaknesses pertained to focus, location, and resources. Recommendations for improvement included increased publicity about the resources of the Center, additional resources, and more resources in specialty areas. (KC)

ED 277 855 CE 046 088

Serving Special Needs Students in Vocational Education (The Carl D. Perkins Vocational Education Act PL 98-524).

Texas Education Agency, Austin.
PUB DATE- 1 Aug 85
NOTE- 47p.; Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Ancillary School Services; Career Development; Counseling Services; *Disabilities; *Disadvantaged; Educational Legislation; Educationally Disadvantaged; Eligibility; Federal Legislation; *Guidance Programs; Limited English Speaking; Postsecondary Education; Secondary Education; *Vocational Education; *Vocational Evaluation
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; Job Training Partnership Act 1982; Special Needs Students

This document describes the vocational assessment, support services, and guidance activities requirements of the Carl D. Perkins Vocational Education Act under the Criteria for Services and Activities for the Handicapped and for the Disadvantaged, Section 204. It begins by defining those students eligible for these program activities and services. Required services and activities are then discussed. Vocational assessment is considered in terms of who is responsible; who, when, what, and how to assess; and use of the data. A discussion of vocational support services includes these topics: support centers, support teachers, and models of supplemental services for limited English proficient students. Guidance and counseling activities are suggested. Coordination of services with the Job Training Partnership Act is briefly addressed. Appendixes, amounting to over one-half of the document, include assessment forms, a list of assessment instruments, a special needs student profile, a form for a comprehensive analysis of a vocational training program, forms for prescribing vocational support services, and a list of selected sources of bilingual and non-English vocational materials. Also attached is a chart showing the planning/placement process as it relates to the vocational assessment of handicapped students. (YLB)

Hymel, Glenn M.

The Case for Criterion-Referenced/Modular-Based Instruction in Business, Industrial, and Military Settings.

PUB DATE- Nov 86
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 1986). Paper based on testimony given to the Minerals Management Service, U.S. Department of the Interior (Washington, DC, May 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competency Based Education; Delivery Systems; *Educational Trends; Job Training; Learning Modules; Military Training; *Pacing; Postsecondary Education; *Skill Development; Small Group Instruction; *Training Methods; Vocational Education
IDENTIFIERS- Open Entry Open Exit

This paper advances the argument favoring criterion-referenced/modular-based instruction (CRMBI) as applied to training and educational efforts in business, industrial, and military settings. CRMBI is defined as an instructional delivery system (along with the concomitant curriculum design and instructional materials development implications) that accommodates the following themes: (1) predetermined learner outcomes; (2) prerequisite learner background; (3) instructional sequencing; (4) criterion-referenced evaluation; and (5) flexible student entry and exit points. The proliferation of the professional literature in this area over the past 20 years points to increasing acceptance of CRMBI, in particular in teaching risk-oriented technical skills and in the multitude of diverse training situations to which CRMBI has been directed. Finally, a variation of CRMBI that is small group-based and flexibly teacher-paced is presented as an optimal instructional management tool that maximizes time flexibility for the student in a responsible way. A seven-page reference list is provided. (Author/KC)

ED 277 910 CG 019 592

Thomas, Jeanne L.; Settersten, Richard A., Jr.
Parents' Desires for Grandparents' Childrearing Involvement: Empirical Findings and Policy Implications.
SPONS. AGENCY- Wisconsin Univ. - Parkside, Kenosha.
PUB DATE- Nov 86
NOTE- 21p.; Paper presented at the Annual Conference of the National Council on Family Relations (Dearborn, MI, November 3-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; *Child Rearing; College Students; *Discipline; Family Involvement; Family Structure; *Grandparents; *Helping Relationship; Higher Education; Parent Attitudes; *Parent Child Relationship; Parents

Most middle-aged and older adults today have the opportunity for long-term involvement with their grandchildren. An exploratory study was conducted to examine parents' desires for grandparents' involvement in grandchildren's upbringing. Parents (N=79) described ideal levels of grandparents' involvement in caretaking, disciplining, and advising. The results showed that ideal level of caretaking involvement significantly exceeded ideal levels of disciplining or advising involvement. Ideal levels of disciplining and advising involvement did not differ. Parent and family characteristics predicted ideal levels of grandparents' involvement. However, path analysis did not support hypotheses of causal linkages between these characteristics and desires for grandparents' involvement. Conclusions are that parents welcome grandparents' involvement in childrearing more than earlier research suggests, and that views of grandparents' involvement vary with family structure. Research including larger samples and identifying means through which parents convey their views to grandparents would further clarify the nature of grandparenthood. (Author/NB)

ED 277 924 CG 019 606

Erdahl, Paul; Rounds, James B.

Locus of Control and Likelihood of Nuclear War: Two Studies.

SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Aug 86
NOTE- 32p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Construct Validity; *Individual Power; *Locus of Control; *Nuclear Warfare; Sex Differences; Test Construction; Test Reliability; Test Validity
IDENTIFIERS- *Nuclear Likelihood Questionnaire; *Nuclear Locus of Control Scales

The Nuclear Locus of Control (NLOC) scales were constructed to assess beliefs as to whether nuclear war and nuclear policy decisions are, or can be, influenced by oneself, powerful others, or chance. Three scales measuring internal, powerful others, and chance nuclear LOC show internal consistency estimates (Cronbach's Alpha) of .87, .76, and .85, respectively. Test-retest coefficients for 4 weeks were .85 (internal), .86 (powerful others), and .78 (chance). An initial validity study examined the relationships of the NLOC scales with Levenson's generalized LOC scales, and Multidimensional Health Locus of Control scales. With the exception of the correlation between the NLOC internal and Levenson's internal scale, results showed an expected pattern of relationships suggesting that general internal LOC may not be related to beliefs of personal control over nuclear war issues. Evidence of construct validity was provided by correlating the NLOC scales with measures of behavioral intentions and self-reported past behaviors. The eight-item Nuclear Likelihood Questionnaire (NLQ) asks for percentage estimates of the likelihood of nuclear war. Ninety respondents completed the NLQ measure 1 week before and 2 weeks after the Reagan-Gorbachev 1985 Summit. Mean estimates of the likelihood of nuclear war ranged from 2-3% for "the next week" to 42-44% for within one's "lifetime." Results indicated that likelihood estimates were affected by the Summit and that women's estimates of nuclear war likelihood were significantly higher than those of men at time frames of 10 years and beyond. (Author/NB)

ED 277 939 CG 019 621

Tang, Thomas Li-Ping
Effects of Type A Behavior Pattern and Experimenter Interest on Time Allocated to an Experimental Task and Task Performance.
PUB DATE- Apr 86
NOTE- 24p.; Portions of this paper presented at the Annual Convention of the Southwestern Psychological Association (32nd, Fort Worth, TX, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; *Behavior Theories; College Students; Foreign Countries; Higher Education; *Individual Differences; *Motivation; *Personality Traits
IDENTIFIERS- Taiwan; *Type A Behavior; *Type B Behavior

Type A behavior is characterized by impatience, aggressiveness, and ambition. Type B individuals are more relaxed, easy-going, and unhurried. This study examined the effects of behavior pattern (Type A, intermediate, Type B) and experimenter interest (high versus no interest) on the time allocated to an experimental task and task performance. Subjects were 40 undergraduate students at National Taiwan University. In the first work period all subjects were asked to solve as many anagrams as possible. In the second work period, the free-choice period, subjects were randomly assigned to a high experimenter interest or no interest condition. In the experimenter interest condition, subjects were told to pretest a different list of anagrams and a jigsaw puzzle. In the no experimenter interest condition, subjects were given no instructions. The results showed that subjects in the high experimenter interest situation spent significantly more free-choice time on the target task than did subjects in the no experimenter interest condition. In the high experimenter interest condition, Type A's, Type B's, and intermediates spent about the same amount of free-choice time on the anagram-solving task. Type A's, however, solved significantly more anagrams than did Type B's and intermediates. In the no experimenter interest condition, no difference in task performance was found. Study findings imply that work assignments should be expressed explicitly and that goal setting helps people achieve a high level of performance. A five-page reference list concludes the document. (Author/ABL)

ED 277 954 CG 019 636

Kirby, Douglas
Sexuality Education: An Evaluation of Programs and Their Effects. An Executive Summary.
Mathtech, Inc., Arlington, VA.
SPONS. AGENCY- Center for Population Options, Washington, DC.; Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 84
NOTE- 49p.; Research also supported by the William and Flora Hewlett Foundation. For the complete report, see CS 019 637-642.
AVAILABLE FROM- Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Early Parenthood; Elementary Secondary Education; Interpersonal Communication; *Parent Child Relationship; *Pregnancy; *Prevention; *Program Evaluation; *Sex Education; *Sexuality; Values Clarification

This executive summary and six additional volumes comprise a report which presents the results of an evaluation of selected sexuality education programs, and provides materials to help others implement and evaluate more successful approaches. The report is designed for policymakers, educators, and evaluators. The executive summary contains an overview of the entire report, an overview of volume one on sexuality education, an explanation of the background and overall design of the research, a description of the nine programs selected for evaluation, a discussion of methods used to evaluate the programs, a summary and discussion of results, and conclusions. Overall, this evaluation indicates that both short- and long-term sexuality education programs can increase knowledge, that comprehensive programs may have a small impact on values clarification, that certain parent-child programs can succeed in increasing parent-child communication, and that an education/clinic combination can dramatically succeed in reducing unintended teenage pregnancy. References are included. (NB)

ED 278 023 CS 210 231

Lang, Frederick K.
"Pieces of a Puzzle": Seeing the Light in a Darkened Room.

PUB DATE- 85
NOTE- 28p.; For a related document, see CS 210 230.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Blacks; Expository Writing; Film Criticism; Higher Education; *Instructional Films; Journalism Education; *News Writing; *Persuasive Discourse; Political Issues; Reader Response; Repetitive Film Showings; *Social Problems; *Writing Instruction
IDENTIFIERS- City University of New York Brooklyn College; *News Stories; New York University

The film "Pieces of a Puzzle" (part of the series "Writers Writing" that was coproduced by WNET and Learning Designs and televised by WNET in 1985), helped students become better writers and facilitated the discovery of material and techniques appropriate to academic writing. First, students were introduced to reader response theory, focusing on identifying, analogizing, and appraising. They then viewed the film, which is a true story about a black journalism professor and his white female student who write stories about evictions of blacks by their landlords. Students at Brooklyn College identified more with the evictees in the film than did students at New York University, but both groups developed a more objective view after seeing the film three times. The students then read and analyzed the stories written by the professor and the student, both of which favored the position of the evictees. Finally, a formal writing assignment asked students to employ techniques of arranging and manipulating the text similar to those used by the professor and the student in the film. To help with the assignment, the film and the news stories were analyzed for their arranging, editing, and highlighting of material. Through the film viewing and the writing assignment, students learned how they can use writing to help make the world better and how they can exert control over language and thus influence people. (SRT)

ED 278 037 CS 210 275

Millar, Dan Pyle
Introduction to Small Group Discussion.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 76p.; TRIP: Theory & Research into Practice Series.
CONTRACT- 400-86-0045
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Building E, Annandale, VA 22003 ($6.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Class Activities; *Communication Research; *Group Discussion; *Group Dynamics; Higher Education; Secondary Education; *Small Group Instruction; *Speech Communication; Teaching Methods

To bring educational research into focus with tested classroom practice, this booklet provides an introduction to small group discussion. The theory and research section discusses the importance of small group discussion, characteristics of small group discussions, group attraction based on Maslow's hierarchy of basic human needs, group decision making, the development of effective groups, and group strengths. Suggesting activities intended to enhance the understanding of these theoretic concepts, the practice section discusses (1) introducing group discussion in the classroom using sociogram and group membership data; (2) defining small group discussions; (3) assessing group attraction via a questionnaire and a group benefit/cost comparison; (4) the process of group decision making using various small group "opinionnaires," two case study problems, and a discussion sequence guide focusing on feedback; (5) developing effective groups using a personal report of communication apprehension, a discussant rating form, self-evaluation of participation, a post-discussion opinionnaire, a discussion of behaviors with normative value, Bales Interaction Process Analysis, an analysis of roles, and a cohesiveness scale; (6) creating several groups to explore various forms of leadership, providing a leadership behavior opinionnaire for the self-assessment of leadership ability, and discussing leadership's function; and (7) evaluating group usefulness. A note to instructors focuses on cooperative learning. Sample opinionnaire forms are included throughout the text. (JD)

ED 278 051 CS 505 410

Billingsley, Julie M.; Poole, Marshall Scott
Organizational Groups in Conflict: A Case Study of Conflict Interaction from a Rules Perspective.
PUB DATE- May 86
NOTE- 49p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Communication (Thought Transfer); *Communication Research; *Conflict; Conflict Resolution; *Interaction; Interaction Process Analysis; Organizational Climate; *Organizational Communication; Research Methodology
IDENTIFIERS- *Rules Theory

Arguing that by identifying rules, researchers can understand and explain behavioral and communicative processes in specific contexts, this paper outlines a formal method for conducting a rules analysis of a conflict case. The first section of the paper defines and summarizes the basic concepts relating to conflict, organizational groups, and communication rules. The second section discusses the feasibility of a rules study and its impact, along with the case study as one approach to research, while the third section presents a generative system for applying rules. The fourth section of the paper outlines a procedure for such a system and discusses its advantages. The fifth section describes a specific case study that examined conflict interactions within two interconnected groups in the same organization. The final section considers the advantages of the method of analysis in terms of rules research, case studies in general, and conflict research in particular. An appendix contains a list of the conflict rules observed in the study. (FL)

ED 278 145 EA 019 144

Lewis, Jack L.
Failing Students: Can You Identify Them in Advance?

PUB DATE- Apr 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Failure; *Data Analysis; *Discriminant Analysis; Evaluation; *Identification; Intervention; *Prediction; Secondary Education; Student Characteristics; *Student Records

This paper reports on a study conducted to determine the extent to which failing secondary school students can be identified in advance through analysis of student records. The research, conducted in an urban school district, utilized data such as achievement test results, school attendance, and course grades, as well as a survey of sample students and teachers. Study results showed that, despite the availability of large amounts of data and the fact that the analysis did identify some key differences between promoted and nonpromoted students overall, the discriminant analysis procedure was not useful in classifying students as probable failures. Conditions hindering the classification attempt included (1) the overlap of key factors such as attendance and achievement levels, (2) the school policy requiring a student to pass the fourth quarter in a course before passing the course, and (3) the promotion requirement in grades 9 through 11. Implications are that intervention program placement must be done by staff members with more detailed knowledge of student records and reports from teachers. Four tables are included. The appendix includes one page of references, a summary of results of a grade 9 and 10 student survey, and a correlation chart. (IW)

ED 278 185 EC 191 730

Hollinger, Timothy, Ed.; And Others
Perspectives on Research: Recent Findings and Future Directions: A Report of the Iowa Research Consortium for Learning Disabilities.
Iowa State Dept. of Education, Des Moines. Bureau of Special Education.
PUB DATE- 86
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Processes; Elementary Secondary Education; *Handicap Identification; *Instructional Effectiveness; Instructional Materials; *Intervention; *Learning Disabilities; Learning Strategies; *Research Needs; State Surveys; Student Evaluation; Student Placement
IDENTIFIERS- Iowa

The monograph addresses the issue of research on learning disabilities (LD) and proposes directions for research in Iowa by means of four articles, a report of a survey of needed research, and six brief response papers. The first paper, "Issues on the Identification of Learning Disabled Children" (S.W. Ehly), discusses the problems of identification and assessment and encourages data gathering by classroom teachers. The second paper, "Efficacy of Treatment in Learning Disabilities" (R. D. Tucker), provides a review of the research literature concerned with (1) placement vs. nonplacement, (2) integrated models, and (3) efficacy of specific treatments. "Effective Methods of Instruction for the Learning Disabled" (R. Owens), looks at such issues as use of assessment data to study LD subtypes and intervention effectiveness. The final paper, "Report of the Institutes for Research in Learning Disabilities" (D. Baum) notes the emphasis by the five institutes on the teaching of cognitive strategies to enhance learning and recall and the need for field testing of developed materials and strategies. The survey of research needs (J.H. Reese) reports the areas of program effectiveness and instructional effectiveness identified most frequently. Response papers support, clarify, extend, and/or provide a different perspective on the four leading articles. (DB)

ED 277 843 CE 046 066

Hagner, David; Como, Perry
Work Stations in Industry. An Alternative for the Training and Employment of Handicapped Individuals.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
PUB DATE- Jan 82
NOTE- 41p.
AVAILABLE FROM- Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Business; Career Education; *Disabilities; Employment Programs; *Industry; *Job Training; Program Development; *Program Implementation; *Vocational Rehabilitation; *Work Experience Programs
IDENTIFIERS- *Work Stations in Industry

This resource manual is intended for use by vocational rehabilitation professionals and students interested in learning more about Work Stations in Industry (WSI). Chapter 1 discusses sheltered employment without the traditional sheltered workshop. This type of program is accomplished by establishing training and employment stations within community business and industry. The next four chapters focus on developing and implementing the WSI program: introducing change by selling to the agency and planning for change; marketing work stations to industry; bidding and contracting, including contract options; and starting up (worker and supervisor selection, phasing in, and backing up). Chapter 6 addresses work station operation. Topics include servicing the account, worker considerations, supervisor considerations, wage and hour considerations, financial management, recordkeeping and reporting, and agency organization. Chapter 7 concerns rehabilitation services needed by WSI workers. (YLB)

ED 277 869 CE 046 119

Rosenbaum, Allan; Zirkin, Barbara G.
Worker Dislocation and Its Consequences.
Maryland Univ., Catonsville. Maryland Inst. for Policy Analysis and Research.
SPONS. AGENCY- Maryland State Dept. of Employment and Training, Baltimore.
PUB DATE- 86
NOTE- 83p.
AVAILABLE FROM- MIPAR, Thomas M. Bradley Center, University of Maryland Baltimore County, Catonsville, MD 21228 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demography; *Dislocated Workers; *Emotional Problems; *Employment Patterns; *Employment Problems; *Financial Problems; *Individual Characteristics; Retraining; State Surveys
IDENTIFIERS- *Maryland

A study examined the socioeconomic characteristcs, family and social supportive services, economic and social difficulties, education and training levels, and ways in which dislocated workers in Maryland found reemployment. Data were collected from in-depth personal interviews with 9 dislocated workers, questionnaires administered to 45 unemployed dislocated workers who were just entering an AFL-CIO-sponsored job club program, a second questionnaire administered to 34 of those 45 persons 6 weeks after completion of the job club program, and extended telephone interviews of 34 of the phase 3 interviewees about 10 months later. The dislocated workers studied turned out to be generally younger, more highly educated, and more economically well off than might have been expected. Although age, years of residence in Maryland, marital status, and level of education did not appear to influence chance of reemployment, race and age did turn out to be significant. Those who found employment in all four phases had to take substantial pay and benefit cuts. Those who remained unemployed after completing the job club program reported increased family stress, personal depression, and emerging financial problems and need for assistance with food and medical bills. The workers rated new training and job skills as important factors in their ultimate success in finding reemployment. Despite the training in job search methods provided through the job club, networking among fellow dislocated workers and reemployed friends seemed to provide the primary avenue for reemployment. A two-page bibliography concludes the document. (MN)

ED 277 882 CE 046 152

Garner, C. William
Cognitive Development and Teaching Vocational Students.
PUB DATE- 8 Dec 86
NOTE- 16p.; Paper presented at the Annual Meeting of the American Vocational Association (Dallas, TX, December 8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; Cognitive Structures; *Cognitive Style; *Dropout Prevention; *Educational Improvement; Educational Needs; *Field Dependence Independence; Secondary Education; Teaching Methods; *Vocational Education

Years of research have shown that student learning is based on cognitive development. This finding has implications for the teaching of vocational education, especially to marginal students who are potential dropouts. Research has shown that students who have an internal rather than an external locus of control and who are more field independent (analytical) than field dependent are more successful in learning. Vocational education teachers should, therefore, try various ways of presenting material so that students from any point on the continuum of field dependence-independence can learn. For example, it is helpful first to present new material as a completely independent unit, and then teach the material again and show how it relates to previous material and to the subject as a whole. This is more often effective with field-dependent students than starting out with integrated materials, although this approach will make more analytical students uneasy at first. Vocational teachers should also work on the students' locus of control, so that students understand that they have control over what happens to them and that success or failure is not just caused by luck. Finally, since students who are field dependent have often been unsuccessful in learning by traditional methods, they often have a poor self-concept. Efforts must be made to help these students see themselves as capable and to help them learn how to learn. Techniques such as small groups, individual instruction, and learning activities that require analytical skills may be used. Such an orientation is far more useful than simply teaching job skills; vocational programs that stress cognitive development will be more successful. (KC)

ED 277 969 CG 019 651

Hunger and the Elderly. Joint Hearing before the Domestic Task Force of the Select Committee on Hunger and the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-572
PUB DATE- 22 Apr 86
NOTE- 115p.; Serial No. 99-15. Much of document contains small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Dietetics; *Eating Habits; Federal Aid; Federal Programs; Food; Hearings; *Hunger; *Low Income Groups; *Nutrition; *Older Adults; *Poverty
IDENTIFIERS- Congress 99th

This document contains witness testimonies and prepared statements from the Congressional hearing called to examine the issue of hunger and the elderly. Opening statements are included from Representatives Dennis Hertel, Mickey Leland, Jim Lightfoot, John McCain, Leon Panetta, Thomas Ridge, Marge Roukema, Edward Roybal, and Bill Schuette. William Hutton, the executive director of the National Council of Senior Citizens, examines socioeconomic trends which demonstrate the increased risk of hunger among the elderly poor. Other witnesses providing testimony include: (1) Rosalie Abrams, a state senator and director of the Maryland State Office on Aging; (2) Adelaide Carpenter, a volunteer for the Polk County Elderly Feeding Program in Des Moines, Iowa; (3) John Driggs, the chairman of Western Savings and Loan in Phoenix, Arizona; (4) David Lipschitz, the director of Geriatric Research Education and Clinical Center, John L. McClellan Memorial Veterans Hospital in Little Rock, Arkansas; (5) Bill Moyer, director of the King County Nutrition Project in Seattle, Washington; and (6) Michio Suzuki, the associate commissioner of the Office of State and Tribal Programs, Administration on Aging. Those witnesses who work with the elderly poor give concrete examples of the magnitude of the problem of hunger among the elderly. Perspectives on the programmatic issues involved are provided, including the impact of recent reductions in federal spending on the unmet need, as well as evidence that shortsighted nutrition reductions can in the long run mean higher spending on other programs. Prepared statements, letters, and supplemental materials are included. (NB)

ED 277 982 CS 008 624

Greif, Ivo P.
A Study of the Pronunciation of Words Containing Adjacent Vowels.
PUB DATE- 83
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Speech); Instructional Effectiveness; *Phonology; Primary Education; *Pronunciation Instruction; Reading Ability; *Reading Instruction; Reading Research; *Teaching Methods; *Vowels; Word Lists

To determine the usefulness of the commonly taught phonics rule, "only pronounce the first vowel in words that contain adjacent vowels" (the VV rule, with the first "v" pronounced with the long vowel sound), two new studies applied it to words with adjacent vowels in several lists and dictionaries. The first study analyzed words containing adjacent vowels from the "New Grolier Webster International Dictionary of the English Language." As a result of this analysis, a word list was compiled, and notations were made concerning each word's conformity (or nonconformity) with the pronunciation rule. Results indicated that several word elements had "regular" pronunciations, even though these pronunciations did not conform to the VV rule. Findings also showed that people tend to disregard syllables when pronouncing words and that, in a surprisingly large number of words, the dictionary indicated equally acceptable one- and two-syllable pronunciations for the same element. Only 14.7% of the words analyzed could be correctly pronounced using the VV rule. Using the supplement to the Merriam-Webster dictionary, the second study revealed that only 6.9% of the words with adjacent vowels could be correctly pronounced using the VV rule. Findings showed that the VV rule becomes less useful as the vocabulary of a language develops. Overall conclusions from the two studies indicated that teaching the VV rule is not useful in the early grades and becomes even less useful as the reader's skill increases. A review of previous research in the field is included. (JD)

ED 277 996 CS 008 657

Anderson, Thomas H.; Armbruster, Bonnie B.
The Value of Taking Notes during Lectures. Technical Report No. 374.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 49p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Psychology; *Encoding (Psychology); Higher Education; Learning Processes; *Lecture Method; *Listening Comprehension; *Notetaking; *Retention (Psychology); *Study Skills; Tests; Test Wiseness

Using the conceptual frameworks of "levels of processing" and "transfer appropriate processing," the research literature on listening and notetaking was interpreted. Based on these frameworks, implications for encoding and external storage hypotheses are presented and critiqued. The report concludes that there is a potential benefit to students from the encoding function of notetaking when the lecture environment permits deep processing while taking notes and when students take the kind of notes that entail processing the information in the way they will be tested on it. The report also concludes that students can benefit from reviewing notes when the notes contain the information on which they will be tested and when students process the information in a way similar to that in which it will be used on the test. The report critiques Pauk's Cornell system for taking notes and finds that, in general, the advice given is consistent with current research. Finally, recommendations are offered for college instructors on how to give effective lectures and for students on how to take and use notes effectively. An extensive reference list is included. (SRT)

ED 278 009 CS 210 163

Garrett, Caroline, Ed.
Haku Mele O Hawaii (Poet of Hawaii), Volume I.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
PUB DATE- Feb 76
NOTE- 104p.; For Volume II, see CS 210 164.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Creative Teaching; *Creative Writing; Elementary Education; *Instructional Innovation; Literary Devices; Literature Appreciation; *Poetry; *Poets; Teacher Student Relationship; *Teaching Methods; Writing Instruction; Writing Skills
IDENTIFIERS- *Hawaii; *Poets in the Schools

Proving the efficacy of Hawaii's Poets-in-the-Schools program, this collection of descriptive statements by some of Hawaii's leading poets and teachers of poetry, and accompanied by illustrative poems produced by classroom pupils, describes the theories that were generally accepted as a working basis and the related methods each writer used in the teaching of poetry. Many of the essays also include examples of student poems written during that particular poet's school visit and demonstrate the poet's techniques or approaches. The ten poets are (1) Phyllis Thompson, (2) Caroline Garrett, (3) Eric Chock, (4) Muffie Garbisch, (5) Nell Altizer, (6) Gary Kissick, (7) Audrey Sakihara, (8) Dana Naone, (9) Lorraine Flanders, and (10) Mel Takahara. (NKA)

ED 278 066 CS 505 474

O'Brien, Nancy, Ed.
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, April 1-September 30, 1986.
Haskins Labs., New Haven, Conn.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.
REPORT NO.- SR-86/87(1986)
PUB DATE- 86
NOTE- 319p.; For the previous report, see ED 274 022.
CONTRACT- NICHHD-N01-HD-5-2910; ONR-N00014-83-K-0083
GRANT- NICHHD-HD-01994; NIH-BRS-RR-05596; NINCDS-NS-13617; NINCDS-NS-13870; NINCDS-NS-18010; NSF-BNS-8111470; NSF-BNS-8520709
AVAILABLE FROM- U.S. Department of Commerce, National Technical Information Service, 5285 Port Royal Rd., Springfield, VA 22151.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Collected Works - General (020)
DESCRIPTORS- *Communication Research; *Morphology (Languages); *Research Methodology; *Research Utilization; *Speech Communication

Focusing on the status, progress, instrumentation, and applications of studies on the nature of speech, this report contains the following research studies: "The Role of Psychophysics in Understanding Speech Perception" (B. H. Repp); "Specialized Perceiving Systems for Speech and Other Biologically Significant Sounds" (I. G. Mattingly; A. M. Liberman); "'Voicing' in English: A Catalog of Acoustic Features Signaling /b/ versus /p/ in Trochees" (L. Lisker); "Categorical Tendencies in Imitating Self-Produced Isolated Vowels" (B. H. Repp; D. R. Williams); "An Acoustic Analysis of V-to-C and V-to-V: Coarticulatory Effects in Catalan and Spanish VCV Sequences" (D. Recasens); "The Sound of Two Hands Clapping: An Exploratory Study" (B. H. Repp); "An Aeroacoustics Approach to Phonation; Some Experimental and Theoretical Observations" (R. S. McGowan); "Pattern Formation in Speech and Limb Movements Involving Many Degrees of Freedom" (J. A. S. Kelso); "The Space-Time Behavior of Single and Bimanual Rhythmical Movements: Data and Model" (B. A. Kay and others); "Language Mechanisms and Reading Disorder: A Modular Approach" (D. Shankweiler; S. Crain); "Syntactic Complexity and Reading Acquisition" (S. Crain; D. Shankweiler); "Phonological Coding in Word Reading: Evidence from Hearing and Deaf Readers" (V. L. Hanson; C. A. Fowler); "Strategies for Visual Word Recognition and Orthographic Depth: A Multi-Lingual Comparison (R. Frost and others); "The Inflected Noun System in Serbo-Croatian: Lexical Representation of Morphological Structure" (L. B. Feldman; C. A. Fowler); and "Repetition Priming Is Not Purely Episodic in Origin" (L. B. Feldman; J. Moskovljevic). Also included is a list of publications and an appendix listing these Status Reports by report number and providing DTIC and ERIC numbers. (JD)

ED 278 079 CS 505 495

Botan, Carl H.; Ziegelmueller, George W.

Commensalism in Teaching: Parliamentary Procedure and Argumentation.

PUB DATE- Nov 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; Course Organization; Debate; Higher Education; *Integrated Activities; *Learning Activities; *Persuasive Discourse; *Speech Instruction; *Teaching Methods
IDENTIFIERS- *Parliamentary Procedures

Parliamentary procedure might best be taught in a context specific format; it would be better understood by students if not taught as a "stand alone" subject. Since the basic concepts of argumentation theory--propositions, stasis, and presumption and burden of proof--are reinforced by the rules of parliamentary procedure, instructors can teach more effectively by combining these two disciplines. Linking parliamentary procedure and argumentation can allow scrutiny of each step along the way to a decision. This parliamentary differentiation between debatable and nondebatable propositions promotes candid, critical discussion. Similarly, the issues of concern to a deliberative body cannot move forward until the point of contention, or stasis, is resolved in some manner; parliamentary procedure provides the set of rules with which to determine exactly the point of stasis. Finally, to fulfill the goal of argument as procedure, those who propose a change in the parliamentary policy bear the burden of proof and must provide sufficient reason for the change. Otherwise, it is presumed that the policy will remain the same. A course that combines these concepts of argumentation with the rules of parliamentary procedure would attract more students, provide a useful preliminary course, and help teach students the interaction of procedure and product/process. Such a course could be constructed around (1) an examination of the practical aspects of argumentation; (2) an introduction to basic parliamentary procedure; (3) a linking of argument and parliamentary procedure concepts; (4) initial structuring of arguments, including the fundamentals of case building and analysis; (5) both theoretical and practical refutation and rebuttal techniques; and (6) strategies emphasizing the opportunities for persuasive advantage provided by the constraints of procedural rules. (JD)

ED 278 092 EA 019 073

Miklos, Erwin; Chapman, Donald
Reflections on Educating Educational Administrators.
PUB DATE- 19 Apr 86
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Administrator Qualifications; Administrator Role; Administrators; *Cultural Context; Educational Change; *Educational History; Educational Policy; Elementary Secondary Education; Federal State Relationship; Foreign Countries; Geographic Regions; Higher Education; Models; *Organizational Theories; Schools of Education; Social Influences; State Government
IDENTIFIERS- *Canada

This paper presents a history of educational administration among Canada's provinces, discusses the status of university preparation programs, and explores theories of formalized and alternative approaches. Before the 1950's, little interest existed in administrators' formal preparation. Consolidation of schools led to graduate programs, but the lack of requirements for preparation and experience indicates the persistence of the provinces' educational jurisdiction. Historically, administrators and teachers first learned on the job; graduate credentials are not yet completely accepted. Because leadership resides with the ministry and the district, administrators have few opportunities to initiate changes. The importance of schools' geographical and social contexts are not apparent to those observing this limited progress. To formulate a perspective on educating administrators within Canadian cultural contexts, four paradigms illustrate the consequences of preparation programs adopting formalized or alternative approaches. Formalized preservice training emerges within a functionalist paradigm, which delegates administrator control over the organization. The tradition of training following practice is compatible with alternative paradigms--interpretive, radical structuralist, radical humanist--that hold flexible conceptions. This analysis finds no cause for alarm concerning Canada's slow pace of administrator education. Cultural contexts should precede professional ideologies in program design. Forty-three endnotes are included. (CJH)

ED 278 105 EA 019 102

Savage, Tom V.; McCord, Marsha K.

The Use of Student Evaluation in the Assessment of Teacher Competence.

PUB DATE- 20 Apr 86
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Administrator Role; Elementary Secondary Education; Evaluation Methods; Needs Assessment; Principals; Research Needs; *Student Evaluation of Teacher Performance; *Summative Evaluation; *Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- Texas

A review of the literature suggests that student evaluations, contrary to popular belief, can be valid sources of data about teaching performance when care is taken in the planning and administration of the evaluation procedure. This study sought to determine if a difference is made in the assessment of teacher competence when student evaluation data are added to supervisor evaluations. Fifty-one elementary, middle, junior high, and high school principals were asked to evaluate seven teachers. One-third of the principals were given only school district summative evaluation data. The other two-thirds were given summative evaluation data as well as student evaluations. Findings indicate that student evaluation data do not significantly alter the assessment of teacher competency. The majority of principals perceive student evaluation data as less reliable than supervisory ratings, even though those ratings might be based on a limited sample of teacher behavior. If the teacher evaluation process is to move forward, a variety of data sources, including student evaluations, should be added to the traditional classroom observation. Appended are a table, 14 references, and an appendix consisting of (1) sample school district teacher evaluation forms, (2) a sample teacher fact sheet, and (3) samples of student evaluation forms. (IW)

ED 278 119 EA 019 116

Schmuck, Richard A.
Organization Development in Schools: Contemporary Conceptual Practices.
Oregon Univ., Eugene. Center on Organizational Development in Schools.
PUB DATE- Feb 87
NOTE- 55p.
AVAILABLE FROM- DEPM Conferences, College of Education, University of Oregon, Eugene, OR 97403 ($3.50 prepaid or P.O.).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Environment; Educational Improvement; Elementary Secondary Education; *Organizational Change; Organizational Climate; *Organizational Development; *Organizational Effectiveness; *School Effectiveness; *School Psychologists; *Staff Role; Systems Approach; Systems Development

When school psychologists adopt an organization development perspective they are acting on a cluster of related concepts: (1) that because schools are social organizations, school effectiveness depends on the school's organizational culture; (2) that attempts to institute educational reforms only work when the reforms and the school culture mesh; (3) that students' emotional and social problems in school may be based in the school's organizational culture; and (4) that it is possible to change the culture and thus improve the climate for learning and organizational success. The process of organization development is a planned, sustained effort that involves school participants in the active assessment, diagnosis, and transformation of their own organization. This paper, developed as a chapter for a handbook on school psychology, helps school psychologists understand the value of the concepts and techniques of organization development. The paper describes the basic concepts of organization development, delineates its theory, summarizes the generic stages of its consultation processes, discusses its current technology, analyzes the school psychologist's role in implementing it, and reviews the research on organization development in schools. The paper ends with an overview of contemporary concepts and practices. (PGD)

ED 278 132 EA 019 130

School Community Education Program in New York City, 1984-85. Volume III: OEA Final Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Dec 86

NOTE- 115p.; For related documents, see EA 019 128-131.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Art Education; Educational Innovation; Elementary Secondary Education; *Environmental Education; Faculty Development; *Mass Media; *Program Effectiveness; Program Evaluation; *School Community Programs; School Districts; Urban Schools

IDENTIFIERS- *New York City Board of Education; *School Community Education Program

In 1984-85, the New York City Public Schools received $2,374,686 from the state legislature to operate the School Community Education Program (also known as the Umbrella Program). The program consisted of 46 different projects designed to provide innovative solutions to local educational and school problems. Thirteen of these projects are evaluated in this report; the projects focus on social, ethnic, or environmental studies or offer instruction in communications or the arts. Each evaluation report describes the project briefly, identifies the evaluation methodology, presents the findings, and provides recommendations for improvement. Copies of program-developed assessment instruments are provided when appropriate. The projects evaluated in this volume are: (1) Improving Attitude through the Arts (arts, grades 1-6); (2) the Media Integrated Communication Arts Program (multimedia communication arts, grade 4); (3) Project Education and Camping Opportunity through Learning Environment (E.C.O.L.E.) (environmental science training, elementary school teachers); (4) the Urban Environmental Program (environmental studies, elementary level); (5) the Across Four Bridges Project (New York harbor history, grades 3-7); (6) Wave Hill Urban Environmental Program (urban environmental science training, elementary and junior high school teachers); (7) the Refocusing Attitudinal Perspectives (RAP) Program (ethnic studies training, secondary school students and teachers); (8) the Basic Skills After-School Program (social studies enrichment, grade 6); (9) the Goddard-Riverside Environmental Education Program (environmental science, grades 4-6); (10) the Ethnic Awareness Program (ethnic studies, grades 2-9); (11) Project KEEP: the Knowledge of the Environment and Ecology Preserves Us Project (environmental studies, elementary); (12) the Lenox Hill Environmental Education Program (environmental studies, elementary); and (13) the Adventures in Science Project (marine environmental studies, elementary school students and teachers). (PGD)

ED 278 158 EA 019 158

Waunakee Teacher Incentives Proposal.
Waunakee Community School District, WI.
PUB DATE- 86
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Ladders; *Compensation (Remuneration); Elementary Secondary Education; *Incentives; *Motivation Techniques; *Staff Development; Summative Evaluation; *Teacher Evaluation; Teacher Improvement; Teacher Salaries

In 1984, Waunakee Community School District (Wisconsin) developed the Teaching Incentives Pilot Program to study teacher compensation, teacher evaluation, and staff development. The program goals were (1) to provide a system to retain and reward competent teachers, (2) to promote educational excellence through quality instructors, and (3) to link evaluations and staff development to the improvement of classroom instructors. To reach these ends, an alternative salary committee consisting of teachers, administrators, board members, and community members was formed. A subcommittee designed an evaluation instrument and model that was field tested from September through December 1985. During this time, feedback from teachers and administrative participants was encouraged. The evaluation subcommittee studied recommendations and field test data and approved them for inclusion in the proposal. Meanwhile, the salary subcommittee worked on monetary incentives to encourage professionalism, promote educational excellence, and reward teachers for demonstrated competence. In March 1986, the entire committee approved the proposals summarized in this report as final recommendations for meeting the original pilot program's goals. Sections 2 through 9 outline the elements of the proposal, including the general program, career ladder and salary structures, teacher performance evaluation model, evaluation process guidelines, performance criteria, and formal and summative evaluation reports. The proposal will work only if constantly monitored, assessed, and modified. (MLH)

ED 278 172 EA 019 177

Defined Minimum Program for South Carolina School Districts.
South Carolina State Dept. of Education, Columbia. Div. of Instruction.
PUB DATE- 86
NOTE- 135p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accreditation (Institutions); Adult Education; Boards of Education; Educational Administration; Elementary Secondary Education; *Legal Responsibility; *School Districts; School Organization; School Personnel; State Boards of Education; State Curriculum Guides; State Legislation; State School District Relationship; *State Standards; Vocational Education
IDENTIFIERS- *South Carolina

In 1976, the State Board of Education of South Carolina approved a final, revised definition of the minimum educational program that school districts could offer. The Defined Minimum Program for South Carolina School Districts became effective on July 1, 1977. This document presents the current version of that definition, including revisions made as a result of actions taken since June 5, 1980. The document was reprinted, with final revisions, May 1, 1986. The document's introduction reviews the statutory base for the program mandate and describes the accreditation process to which all districts must submit. Subsequent sections of the document display in outline format the standards that districts must meet in seven areas: (1) the district board of trustees, (2) district operations, (3) educational programs for kindergarten through sixth grade, (4) programs for grades 7-8, (5) programs for grades 9-12, (6) vocational education programs, and (7) adult education programs. The standards in the first two areas concern the board's powers and duties, district organization and administration, school improvement councils, district reports, public access to budgets, developmental and remedial programs, central staff services, and management and records systems. Standards for the educational programs themselves concern qualifications of personnel, the curriculum, administrative organization, graduation requirements, and related information. Appendixes list courses approved for inclusion in the curriculum and areas in which teachers must be certified to teach specified subjects. (PGD)

ED 277 815 CE 045 145

How Do I Manage? An Introduction to Management. Supplementary Material and Workbook.

North West Regional Management Centre, Chorley (England).

PUB DATE- 85
NOTE- 49p.; For the basic document, see CE 045 144.
AVAILABLE FROM- Northwest Regional Management Centre, Woodlands, Southport Road, Chorley, Lancashire, England PR5 7RU (5.50 pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Business Administration; Case Studies; Foreign Countries; Independent Study; *Job Skills; *Learning Activities; *Management Development; Managerial Occupations; Personnel Management; Postsecondary Education; *Problem Solving; Staff Development; Supervision; *Supervisory Training; Units of Study; Workbooks
IDENTIFIERS- England

This book contains supplementary material for a British self-study course in management designed as an introduction to the course for the Certificate in Management Studies. The materials in this book are learning activities referenced to various topics in the course materials. The nine activities include a case study of a production supervision problem and various activities related to it, such as making an organizational chart, looking for problem-solving methods, analyzing a job description, and so forth. Answers for six of the activities are presented in the appendixes, while the other three activities could be discussed in tutoring sessions. (KC)

ED 277 830 CE 046 043

Employment Policies: Looking to the Year 2000.
National Alliance of Business, Inc., Washington, D.C.
REPORT NO.- ISBN-0-88713-611-7
PUB DATE- 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Education; Employed Women; Employment; *Employment Opportunities; Employment Practices; *Futures (of Society); *Labor Force; *Public Policy; *School Business Relationship; Secondary Education

Over the next 10-15 years, the work force will change significantly in composition. The numbers of minority youth, high school dropouts, and teenage mothers--less well-educated segments of the population--will increase. Youth unemployment will rise, although the total number of youth will decline. Women, with their needs for child care and nontraditional employment, will account for the majority of labor force growth. The labor force will also be aging. At the same time, the workplace will change. From 5-15 million manufacturing jobs will be restructured; an equal number of service jobs will become obsolete. Disruptions from change will be great; the need for training and retraining will be significant. Business, public training institutions, school systems, private training institutions, and labor must work in partnership to provide the necessary education and training. The public must see education, training, and retraining as a lifelong process, vital to their working lives. Public/private partnerships are necessary to create jobs in distressed areas. A new employment policy is needed that encompasses traditional public training programs as well as public education systems. New forms of governance should be considered. Public/private institutions at all levels should be strengthened. Business will have to assume greater responsibility in training the work force. (YLB)

ED 277 856 CE 046 089

Kusy, Mitchell E., Jr.
The Effects of Types of Training Evaluation on Support of Training among Corporate Managers.
PUB DATE- Dec 86
NOTE- 29p.; Paper presented at the American Vocational Association Convention (Dallas, TX, December 1986). For the report on which this speech was based, see ED 270 640.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Case Studies; *Employer Attitudes; *Evaluation Methods; *Industrial Training; *On the Job Training; Postsecondary Education; *Program Effectiveness; *Program Evaluation

A study was conducted to determine which type of training evaluation method elicited the most management support of the training function among corporate managers. The investigator designed and distributed a case study survey instrument called the Training Evaluation Methods Survey (TEMS) to assess the extent of management support for each type of training evaluation method--reaction, learning, behavior, and results. MBA students with management experience and nontraining managers participated in the study. Data were analyzed using analysis of variance, a chi-square, and descriptive statistics. For both samples, the data indicated that the results evaluation format received the most support, with progressively less support for behavior, learning, and reaction evaluations. The data were significant for all sample groups. Percentages of respondents who gave the results evaluation format the most support for each sample group ranged from 79 percent to 86 percent. There was no significant difference between the MBA group and the manager group. There were no interaction effects between support of each evaluation type and title, years of experience, number of people managed, annual budget, or sex. The study provides training practitioners with a mandate for demonstrating training results to top management and an accountability system for gaining management support of the training function that affects positively the outcome of a business organization. A two-page reference list concludes the document. (Author/KC)

ED 277 897 CE 046 189

Leonard, Rex; And Others

Factors Contributing to the Attrition of Adult Basic and Secondary Education Students.

PUB DATE- 19 Nov 86
NOTE- 23p.; Paper presented at the Mid-South Educational Research Association Meeting (Memphis, TN, November 19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Adult Basic Education; Adult Students; Dropout Prevention; Dropout Research; *Dropouts; *High School Equivalency Programs; *Program Attitudes; Student Attitudes; *Student Attrition; *Student Motivation

Attrition among students in adult basic and secondary education programs has been a perennial problem. Conducting research on this population is also problematic once they have dropped out of a program. A study surveyed 76 dropouts and 35 General Educational Development (GED) program completers from two large, multisite programs about factors influencing their continued participation in their program. Chi-squares were computed between the two groups on 14 reasons negatively affecting program attendance. Four demographic variables also were described. Results indicated that self-reported reasons for attrition of the dropout group were largely situational (trouble getting to class, child care problems, job responsibilities) rather than institutional or dispositional, following Cross's typology of barriers to participation in all forms of adult education programs. The major institutional reason given was the need for more individual attention. The GED completers cited many of the same problems, and, in fact, the only items on which the differences of the two groups were statistically significant were "trouble getting to class" and "stopped due to sickness." Three pages of references are included. (Author/KC)

ED 277 911 CG 019 593

Medical Malpractice: No Agreement on the Problems or Solutions.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-86-50
PUB DATE- 24 Feb 86
NOTE- 160p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Government Role; *Legal Problems; *Malpractice; *Medical Services; Medicine; *State Courts; *Torts

This report was written to provide current information on the existence of medical malpractice problems and the need for federal involvement and alternatives for resolving malpractice claims. It presents the perceptions of respondents from 37 nationally based organizations representing medical, legal, insurance, and consumer interests who completed a questionnaire on the medical malpractice issue and what to do about it. The advantages and tradeoffs of a number of alternatives to the current system for resolving claims are also discussed. The report consists of an executive summary and four chapters. Chapter 1 provides a look at the report's background, objectives, scope, and methodology. Chapter 2 examines organizational views and empirical studies on the impact of tort reform and concludes that few state tort reforms are perceived as having a major effect on claims or awards. Chapter 3, focusing on major concerns of interest groups and the impact of malpractice suits, reveals a wide diversity of views concerning medical malpractice problems. Chapter 4 presents proposals for changing the system, perceived advantages and tradeoffs of the alternatives, views of interest groups regarding alternatives, and views on possible action to reduce the incidence of claims and on federal roles in addressing malpractice problems. Five appendices and 27 tables are included. Appendices contain a description of the medical malpractice insurance and legal systems and responses to the mid-1970s crisis; a chart on the status of tort reforms; a list of organizations receiving the study questionnaires; a tabulation of the questionnaire results; and a description of alternative approached to resolving claims. (NB)

ED 277 925 CG 019 607

Ekerdt, David J.; And Others

When Husbands Retire: Men View Their Wives' Satisfaction. Findings from the Normative Aging Study.

PUB DATE- Nov 86
NOTE- 22p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Congruence (Psychology); *Life Satisfaction; *Marital Satisfaction; *Older Adults; *Retirement; *Spouses

The marital relationship is a basic context of retirement, where spouses' separate perceptions of retirement, and of each other's views, are an essential part of the retirement experience. To explore this issue, 297 married men who had been retired for 6 years or less, all participants in the Veterans Administration Normative Aging Study, reported their own levels of retirement satisfaction and their perceptions of their wives' satisfaction with the husbands' retirement. There was only a fair correspondence between husband's retirement satisfaction and his report of wife's satisfaction. Discriminant analysis revealed that congruent views were consistent with an overall presentation of successful retirement adaptation. Incongruent views were based in an adverse experience of retirement (when wives were ranked as the more satisfied partner) and marital disharmony (when husbands ranked themselves higher). A two-page reference list concludes the document. (Author/NB)

ED 277 940 CG 019 622

Smithson, Vincent Scott
Heterosocial Competency: An Annotated Bibliography.
PUB DATE- 10 Jan 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Interpersonal Competence; *Models; *Social Behavior
IDENTIFIERS- *Heterosocial Competence

This annotated bibliography was developed to help researchers work more effectively and efficiently in their study of heterosocial competency. An introductory section defines heterosocial skills as those skills related to beginning, carrying on, and concluding social interactions with members of the opposite sex. It notes that heterosocial competence has been explained by the physical attractiveness model, the conditioned anxiety model, the cognitive distortion model, and the skills deficit model. Citations in the bibliography include research papers which explore the definition, assessment, and treatment of heterosocial competence. Seven references are included under the heading of General Reviews of the Literature; 17 references under the heading of Assessment of Heterosocial Competence; 29 references under the heading of Approaches to the Treatment of Heterosocial Incompetency; and 3 references under the heading of Determining the Components of Heterosocial Competency. (NB)

ED 277 955 CG 019 637

Kirby, Douglas

Sexuality Education: An Evaluation of Programs and Their Effects.

Mathtech, Inc., Arlington, VA.
SPONS. AGENCY- Center for Population Options, Washington, DC.; Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 84
NOTE- 431p.; Research also supported by the William and Flora Hewlett Foundation. For the complete report, see CS 019 637-642.
AVAILABLE FROM- Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; Parent Child Relationship; *Program Effectiveness; *Program Evaluation; *Sex Education; *Sexuality

This document is the first volume of a six-volume report on sexuality education. This volume summarizes the structure and content of sexuality education in the United States, reviews the literature on the effects of sexuality education, describes the evaluation methods, provides a description of and the evaluation data for each program, and summarizes the effectiveness of different approaches in meeting different goals. The four chapters in part I provide overviews of the evaluation research and of major trends and characteristics of sexuality education as well as a review of the effects of junior and senior high school sexuality education programs. Part II contains the evaluation of four comprehensive programs at University City High School (Missouri), Council Rock High School (Pennsylvania), George Mason High School (Virginia), and Ferndale Elementary and High Schools (California). Part III contains evaluations of two short school programs at the Family Guidance Center (FGC) in St. Joseph, Missouri and the Planned Parenthood Center of San Antonio, Texas. Part IV contains an evaluation of Lakeview Center (Pensacola, Florida), a short nonschool program. Part V evaluates two conferences, one at the St. Joseph FGC and the other at the Planned Parenthood League of Massachusetts. Part V evaluates the Planned Parenthood Center of San Antonio peer education program. The FGC parent/child program and the St. Paul-Ramsey Hospital Maternal and Infant Care inschool clinic program (St. Paul, Minnesota) are evaluated in parts VII and VIII respectively. Part IX contains a summary. Questionnaires and evaluation measures used in the study are appended. (NB)

ED 278 024 CS 210 234

Armstrong, Cherryl
The Poetic Dimensions of Revision.
PUB DATE- Mar 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Creative Writing; Discourse Analysis; Expressive Language; Language Research; *Language Usage; Poetry; *Poets; Reading Writing Relationship; *Revision (Written Composition); Self Expression; Sensory Experience; *Writing Processes; Writing Skills
IDENTIFIERS- Discourse; Language Creativity; *Revision Processes; Word Potency

Poets' working drafts and their comments on their processes indicate overwhelmingly that they, like experienced writers of other genres, are extensive revisers. The biggest difficulty with the term "revising" is that it designates both the changes made to a text and the mental processes and attitudes that underlie these changes. Even the nineteenth century poets who described their process of writing as spontaneous (Shelley, for example) left manuscripts that are heavily reworked. In the twentieth century poets' working papers, as well as their individual comments, testify to the extensive nature of their revising process. Poetic revision appears to entail deletion rather than addition--a process of tightening rather than elaboration. While poets revise both internally, for themselves, and externally, for a reader, this dichotomy is most appropriate for describing the process of moving a text from expressive into transactional, rather than into poetic, discourse. To account for the poetic dimension of revision, a three-part rather than a two-part model is needed. Poets revise not only to discover what they know, or to communicate this to an audience, but to uncover what the poem knows. Poets play with words and are extensive revisers precisely because they are fascinated by language. (NKA)

ED 278 052 CS 505 422

Littlefield, Robert S.
A Comparison of Tabulation Methods at Two National Individual Events Tournaments: The AFA-NIET and the NFA IE Nationals.
PUB DATE- 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Debate; *Eligibility; *Interrater Reliability; Judges; *Measurement Techniques; Persuasive Discourse; Public Speaking; *Rating Scales; Research Methodology; Speech Communication
IDENTIFIERS- *Individual Events (Forensics); Tournaments

Comparing the manner in which contestants' scores were tabulated at both the 1985 American Forensic Association National Individual Events Tournament (AFA-NIET) and National Forensic Association Individual Events Nationals (NFA-IEN), a study (1) examined whether a correlation exists between contestants placing in the quarterfinals with five ranks/five ratings (5R/5R) and those who would have placed with six ranks/six ratings (6R/6R), and (2) replicated an analysis suggesting that the AFA-NIET practice of dropping the low rank and low rating did not significantly alter the group of contestants who would have advanced if all six ranks and ratings had been used. The results of the 1985 NFA-IEN and the AFA-NIET were recalculated using 6R/6R to determine the correlation. Results supported the previous study, indicating that similar groups would have advanced using 6R/6R in the calculation as did using 5R/5R. While contestants advancing to the quarterfinals in each contest were not significantly different, results showed that more were affected by the inclusion of 6R/6R at the NFA-IEN. Findings also showed that there was a greater shift in contestants' overall rankings at the NFA-IEN. (Statistical tables are included.) (JD)

ED 278 146 EA 019 145

McKinnon, Kim W.
Planning and Using a Computerized Instructional Management System.
PUB DATE- 24 Feb 86
NOTE- 30p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Francisco, CA, February 21-24, 1986).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Style; Computer Assisted Instruction; Computer Assisted Testing; *Computer Managed Instruction; *Computer Uses in Education; Curriculum Development; Diagnostic Teaching; Educational Objectives; *Educational Philosophy; Elementary Secondary Education; Instruction; *Management Information Systems; Parent School Relationship; Recordkeeping; User Needs (Information)
IDENTIFIERS- Blooms Taxonomy; Fremont County School District WY; Hunter (Madeline); *Outcome Based Education; Rasch Model

This document reviews a computer management system which uses as its substructure an outcome-based approach to curriculum development. It details the philosophical and pedagogical bases for the adoption of such a computer-managed instruction system and offers a wide range of practical suggestions for computer uses in education. The philosophical constructs underlining the goals of this program are consistent with the concepts of Outcome Based Education instructional delivery systems, which define curriculum development by instructional objectives and which dictate that the system be student centered, simple but powerful, decentralized, and accessible. This computer-managed instruction system provides for diagnosis and summative post-testing through application of an item bank, fashioned in linear vertical sequence through Rasch item response scaling and coded by format and complexity. In this way, the systems are used to evaluate student progress and instructional programs and provide indicators for student grouping and placement. The system also has the capability to prescribe an appropriate correction for students by incorporating a resource file coded to higher order thinking skills, learning styles, and instructional pedagogy as defined by Madeline Hunter. Recordkeeping is an important function of the system, as is the parent/school partnership program. IBM PCXT computers have been placed in each school site; they present many advantages to users. Detailed lists of systems operations, including diagnosis, prescription, reporting, and record keeping functions, conclude the document. (IW)

Acheson, Keith A.; Gall, Meredith Damien
Techniques in the Clinical Supervision of Teachers: Preservice and Inservice Applications. Second Edition.
REPORT NO.- ISBN-0-582-28563-1
PUB DATE- 87
NOTE- 225p.; For earlier edition (1980), see ED 199 913.
AVAILABLE FROM- Order Department, Longman Inc., 95 Church Street, White Plains, NY 10601 ($14.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Classroom Observation Techniques; Elementary Secondary Education; *Inservice Education; Instructional Leadership; Staff Development; Supervision; *Supervisors; *Supervisory Methods; *Teacher Evaluation; *Teacher Supervision
IDENTIFIERS- *Clinical Supervision

Building principals, school district personnel, and teacher educators in colleges and universities may be required to do teacher supervision as part of their duties. This textbook is designed to help professional educators become skilled in clinical supervision processes. The book is divided into five units. Unit I provides background necessary for understanding supervision techniques; three chapters explore basic characteristics of clinical supervision, effective teaching criteria, and the relationship between clinical supervision and teacher evaluation. Unit II discusses goal setting for a series of observations and planning for individual observations. Units III and IV describe specific techniques for collecting observation data and conducting feedback conferences. Techniques covered include selective verbatim (a written transcript of everything said); observational records based on seating charts; wide-lens methods based on supervision, effective teaching criteria, and anecdotal records, video, and audio recordings; and checklists and timeline coding. Unit V speculates about the future roles of principals and teachers as instructional leaders. While this textbook provides techniques for effective teacher supervision, beginning supervisors will need at least 20 hours of practice to develop newly acquired skills. Included are student exercises, solutions, and a subject index. (MLH)

ED 278 186 EC 191 731

General Education Modifications for Students with Learning Disabilities, Grades 7-12: Project Report.

Iowa State Dept. of Education, Des Moines. Bureau of Special Education.

PUB DATE- Aug 86
NOTE- 135p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; Curriculum Development; Definitions; English Instruction; Inservice Teacher Education; Instructional Materials; *Learning Disabilities; *Mainstreaming; Mathematics Instruction; Science Instruction; Secondary Education; Social Studies; *Staff Development; Student Characteristics; Surveys; *Teacher Attitudes
IDENTIFIERS- Iowa

The report describes an Iowa project designed to identify reasonable accommodations for learning disabled students in regular secondary classrooms and to develop strategies for implementing classroom modifications. Project activities consisted of: a review of the literature on mainstreaming and classroom modifications; development of a descriptive list of modifications; organization of modifications into the three areas of classroom environment, evaluation, and instruction; a survey of 278 Iowa secondary education teachers to determine teacher perceptions of the reasonableness of the modifications and accommodations; and development of various staff development strategies for promoting and facilitating reasonable modifications. Survey results for the three areas are reported for the total teacher population, for teachers of English, mathematics, science and social studies and for others such as career and vocational education teachers. Project recommended reasonable accommodations are then listed for each subject area. Finally, six inservice staff development plans using the lists of accommodations and modifications are outlined based on the following models: general inservice, staff development at the building/department level, teacher utilization at the pre-referral/referral stage, teacher/consultant, teacher self development, and administrative/teacher utilization. Appended are the full survey form and a statement on the definition and characteristics of students with learning disabilities. (DB)

ED 277 844 CE 046 067

Smith, Christopher A.
Effective Determination of Overhead Rates for Pricing Goods and Services.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
REPORT NO.- ISBN-0-916671-58-5
PUB DATE- 85
NOTE- 67p.
AVAILABLE FROM- Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accounting; Adult Education; Bids; Contracts; Cost Estimates; *Costs; *Disabilities; Models; *Rehabilitation Centers; *Sheltered Workshops; Vocational Education; *Vocational Rehabilitation; Vocational Training Centers
IDENTIFIERS- *Pricing

This publication presents a system of gathering overhead data and describes several methods for assigning overhead costs to specific contract prices. It is intended to provide facility production supervisors with a means of ensuring adequate cost recovery in bid prices and gaining a measure of overhead cost control. The seven steps in the overhead determination system are outlined: (1) define cost centers, (2) define direct and indirect costs, (3) determine each cost center allocation basis, (4) collect overhead expenditures into pools, (5) allocate overhead expenditures to cost centers, (6) determine cost center overhead rates, and (7) apply overhead rates to products and services. Each step is examined using a facility example. The example facility, given the fictitious name, Rehabilitation Services, Inc., is assumed to be a multidepartment facility providing many service options for persons with disabling conditions. The entire system is presented in a decision-making flow chart found at the end of the manual. A bibliography is appended. (YLB)

ED 277 997 CS 008 658

Bruce, Bertram
Deep Case Systems for Language Understanding. Technical Report No. 362.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 33p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Case (Grammar); *Cognitive Processes; Computer Uses in Education; *Language Processing; *Linguistic Theory; Reading Instruction; *Reading Research; *Structural Analysis (Linguistics); Theory Practice Relationship

Noting that the idea of linguistic case has evolved from an account of noun affixes (surface case) to an account of how syntactic relations between noun phrases and sentences map into deep relations between objects and events (deep case), this paper examines the notion of deep case as it applies to natural language understanding. Following a review of work on case grammars, primarily from the perspective of their use in computer natural language understanding systems, the paper discusses the distinction between surface cases and deep cases. It then examines the relation of deep cases to grammatical explanation and representation of meaning. The paper concludes with descriptions of four representational approaches to theories of case structures: (1) deep case relations, (2) case sequence paradigms, (3) discourse analysis, and (4) conceptual cases. Three figures and a four-page reference list are provided. (FL)

ED 278 010   CS 210 164

Kraus, Jim, Ed.
Haku Mele O Hawaii, Volume II.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
PUB DATE- Jan 77
NOTE- 72p.; For Volume I, see CS 210 163.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Creative Teaching; *Creative Writing; Elementary Education; Evaluation Methods; Imagery; *Instructional Innovation; *Poetry; *Poets; Teacher Student Relationship; Teaching Methods; Writing Instruction; Writing Skills
IDENTIFIERS- Hawaii; *Poets in the Schools; Voice (Rhetoric)

A product of Hawaii's Poets-in-the-Schools program, this second volume of a compilation of essays and poems addresses diverse artistic and educational concerns about poetry writing and is divided into two sections. Section I consists of essays by three of the poets who were involved in the program: (1) "Evaluating Student Poems" by Tim Burke, (2) "Giving Voice" by Dana Naone, and (3) "Chinese Imagery" by Wayne Westlake. Section II consists of 94 short poems written by the children of the 28 Central Oahu Elementary Schools, merely a sample of the poetry produced in response to the presence and guidance of poets in the classroom. (NKA)

ED 277 870 CE 046 120

Rosenbaum, Allan; Zirkin, Barbara G.
The Maryland State Job Service: Transition and Renewal. Final Report.
Maryland Univ., Catonsville. Maryland Inst. for Policy Analysis and Research.
SPONS. AGENCY- Governor's Employment and Training Council, Annapolis, MD.; Maryland State Dept. of Employment and Training, Baltimore.
PUB DATE- 85
NOTE- 164p.
AVAILABLE FROM- MIPAR, Thomas M. Bradley Center, University of Maryland Baltimore County, Catonsville, MD 21228 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Role; Change Strategies; *Employee Attitudes; *Employer Attitudes; Employment Level; Employment Patterns; *Employment Services; *Job Placement; *Program Effectiveness; Program Improvement; *State Programs; Statewide Planning
IDENTIFIERS- *Maryland

A study evaluated the various aspects of the Maryland Job Service, including the services it provides, coordination between the service and related agencies, the degree to which services provided are congruent with and driven by federal mandates, and employers' and applicants' perceptions of the service. Job services available in other states were identified, and related service delivery and policy options for the Maryland program were considered. Program sites throughout the state were observed, and a survey of 500 employers throughout the state was conducted. Of the 186 employers who responded to the survey, 35.5 percent reported using the Job Service during the past two years. Over half the jobs listed with the service paid between $3.50 and $5.50 per hour, confirming the notion that most employers use the Job Service for lower-level jobs. Sixty-three percent of those using the service considered it helpful. Of the 100 Job Service applicants interviewed, at least 75 percent had not been fully informed about all the services available through the service. Of the 45 individuals who were employed at the time of the interview, only 8 had located their present job through the Job Service. It was recommended that the Job Service be separated from Unemployment Insurance operations, that its large centralized offices be broken up, and that a planning system be developed that orignates at the level of the individual offices. (Appendixes to this report include a discussion of the use of private employment agencies by AFDC/WIN programs, sample employer and client questionnaires, and supplemental data tables.) (MN)

ED 277 883 CE 046 153

Navaratnam, K. K.
Management of Extension Volunteers.
PUB DATE- 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Extension Agents; *Extension Education;
*Personnel Management; *Program Administration; *Program
Improvement; Supervision; *Volunteers; Volunteer Training
IDENTIFIERS- *Cooperative Extension Service

Volunteers play an important role in the activities of the Extension Service. The number of volunteers is increasing, as are the types of jobs they do. However, there are some typical problems in Extension volunteerism. A survey of county Extension agents identified the following problems related to management of Extension volunteers: lack of commitment, nonsystematic training, unrealistic expectations, lack of written statements, personality clashes, lack of recognition, and lack of supervision of volunteers. Many of these problems can be handled by applying management principles. Management functions that can improve a volunteer program include planning, organizing, staffing (recruiting and training volunteers), directing volunteer activities, and controling (evaluating) volunteers and providing recognition for them. Extension agents must be realistic in the management approach and not become overly ambitious in introducing these techniques in Extension volunteerism. However, a systematic approach can reduce the major concerns associated with the management of Extension volunteers. (KC)

ED 277 970 CS 008 581

Lundsteen, Sara W.
Ethnographic Perspective: From Beginning to Final Product.
PUB DATE- 28 Feb 86
NOTE- 46p.; Paper presented at the Midwinter Institute of the National Association for Gifted Children (Dallas, TX, February 28-March 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Creative Thinking; Data Analysis; Data Collection; Educational Anthropology; Educational Research; *Ethnography; *Field Studies; Naturalistic Observation; Participant Observation; Primary Education; *Problem Solving; *Qualitative Research; Research Design; *Research Methodology; Research Reports; *Research Tools

Ethnographic research (1) observes human behavior in its natural setting over a substantial period of time, (2) claims that classes of events are better understood through intensive examination of carefully selected particular cases, (3) incorporates as many of the complexities and variables into a setting as possible, and (4) is usually comprised of six main steps. First, the appropriate project is selected. Second, access to the appropriate location is obtained and rapport with proper individuals is established. Third, research questions evolve as the subjects are observed. Fourth, data is collected through reactive and nonreactive methods. The former method involves participant observation, interviews, and surveys. Nonreactive data collection, which ensures validation and reliability, involves the physical documentation of events. As the study develops, the observer's role undergoes the following transition: nonparticipant observer, transient observer, participant observer, and observing participant. Fifth, data analysis proceeds inductively, and occurs both during and after an investigation. Sixth, the research report is generally descriptive, letting generic patterns emerge from a sum of particular pieces of data. (The paper specifically considers the relation and advantages of an ethnographic approach to gifted education. It includes a consideration of possible research questions and supplementary figures detailing data measurement.) (JD)

ED 277 983 CS 008 626

Greif, Ivo P.

A Study of the Utility of the Vowel in Open Syllable and Vowel in Closed Syllable Rules when Pronouncing Three-Syllable Words.

PUB DATE- 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Language Research; *Phonics; Primary Education; *Pronunciation Instruction; *Stress (Phonology); Structural Analysis (Linguistics); *Syllables; *Vowels

To determine the usefulness in correctly pronouncing the vowels of three-syllable words of two commonly taught phonics rules and to assess whether their utility is inversely proportional to the number of syllables in a word, a study analyzed all of the over 100,000 three-syllable words in the "Scott Foresman Advanced Dictionary." As a reference, the paper quotes two frequently taught rules of phonics: (1) "when a vowel is in the middle of a one syllable word, the vowel is short"; and (2) "if the only vowel in a word is at the end of that word, it is usually long." For the purpose of the present study, these rules are restated, in order to make them applicable to syllables as well as to words: (1) "when the only vowel is not the last letter in the syllable, it represents the short sound"; and (2) "when the only vowel is the last letter in a syllable, it represents the long sound." Analysis revealed six main categories (each defined in the study) into which the three-syllable words fit. Findings indicated that the overall utility of the rules for all the open and closed syllables was 9.99% (of the 19,427 words researched). However, analysis of the correct pronunciation of the entire words containing these syllables revealed an overall utility of only 3% for the rules. These evaluations presumed that no errors were made either in syllabication or consonant pronunciation. Given that children in early first grade usually make many mistakes of this sort, it is probable that the utility of the phonics rules in question is even lower. Results supported the hypothesis that the utility of the rules is inversely proportional to the number of syllables in a word. (JD)

ED 278 038 CS 210 276

Lang, Frederick K.
Between Writers: Exploring Literature from (Deep) Within.
PUB DATE- 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College English; Higher Education; *Literary Criticism; Literary Devices; Literary Styles; *Literature Appreciation; Reader Response; Reading Processes; *Reading Writing Relationship; *Writing Instruction; Writing Processes
IDENTIFIERS- Text Structure

This paper provides a creative approach to developing literary understanding and writing ability in students in a college introduction to literature course. Eight assignments are described which pair literary works having some feature in common. A sample suggestion from the first group of exercises, concerned with characterization, is as follows: Write a scene for two or more secondary characters in "Hamlet," taking your cue from dialogue or stage directions suggesting some action or conversation that takes place offstage. A typical assignment from the next group, dealing with "Paradise Lost" and "Frankenstein," suggests discussion about monsters in "Paradise Lost" and how they came to be monsters and also about paradises in "Frankenstein" and how they are lost. The next two sections address more complex themes, such as pairing "The Stranger" with "Dubliners" and rewriting a complete work in another genre, for example: Imagine that one of "The Canterbury Tales" has been made into a first-rate movie, and write a review of it. The following section requires that the student impose what is known about one writer upon another. A sample assignment is to make believe that either Joyce or Kafka is a self-absorbed magazine editor and that the other author has submitted a short story for publication. In this way the student--a beginning writer--learns to write from being "between writers," i.e., "between" two significant, experienced writers. The final section shows how the student might expand these approaches to develop a research paper. (NKA)

ED 278 067 CS 505 476

Douglas, George H., Ed.; Hildebrandt, Herbert W., Ed.
Studies in the History of Business Writing.
Association for Business Communication, Urbana, IL.
REPORT NO.- ISBN-0-931874-16-5
PUB DATE- 85
NOTE- 213p.
AVAILABLE FROM- Association for Business Communication, 608 South Wright St., Urbana, IL 61801 ($12.95, 10% discount for over 20 copies).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- *Business Communication; *Business Correspondence; *Communication Research; Fund Raising; Higher Education; Information Storage; Literacy; Persuasive Discourse; Research Methodology; Rhetoric; *Technical Writing; Writing Instruction

Because written communication has nearly always been the medium for transmitting information in the business world, these essays are a step toward providing a seminal statement on the history and practice of business writing. The essays in this volume are: "Business Writing and the Spread of Literacy in Late Medieval England" (Malcolm Richardson); "Humanistic Influences on the Art of the Familiar Epistle in the Renaissance" (Donald R. Dickson); "The First Century of English Business Writing, 1417-1525" (Malcolm Richardson); "Methodology for Researching Early Business Writing in English" (Malcolm Richardson); "A 16th Century Work on Communication: Precursor of Modern Business Communication" (Herbert W. Hildebrandt); "The Earliest Correspondence of the British East India Company (1600-19)" Kitty O. Locker); "The Etiquette of American Business Correspondence" (L.W. Denton); "The Communication Theory of Johann Carl May: Its Influence on Business Communication in Germany" (Herbert W. Hildebrandt and Iris Varner); "Business Writing in America in the Nineteenth Century" (George H. Douglas); "'Elegant Simplicity': Lord Chesterfield's Ideal for Business Writing" (William E. Rivers); "From Press Book and Pigeonhole to Vertical Filing: Revolution in Storage and Access Systems for Correspondence (JoAnne Yates); "The Historical and Cultural Significance of Direct-Mail Fund-Raising Letters" (John Pauly); "'Sir, This Will Never Do': Model Dunning Letters, 1592-1873" (Kitty O. Locker); and "The Teaching of Business Writing at the Collegiate Level 1900-1920" (Francis W. Weeks). (SRT)

Dennis, Jerrelyn
The Local Perspective: Coping with an Instructional Management Program. Implementing Instructional Management in Jackson Municipal Separate School District.
PUB DATE- Nov 86
NOTE- 8p.; Paper presented at the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Curriculum Design; Curriculum Development; *Educational Change; Elementary Secondary Education; *Instructional Development; *Instructional Effectiveness; *Integrated Curriculum; Objective Tests; Performance Tests; Program Development; Program Implementation; School Districts; Skill Development; Student Evaluation; Teaching Methods; *Unified Studies Curriculum
IDENTIFIERS- *Mississippi (Jackson County)

This report describes four components of an instructional management program that was implemented by a large public school system in Jackson, Mississippi, in 1981. The four program components are the following: (1) A districtwide uniform curriculum; a districtwide standardized criterion referenced testing program; a performance-based student evaluation system; and a computerized instructional management system. Points made about each include the following: (1) The districtwide uniform curriculum comprises "a common body of knowledge"--a group of skills in subject areas at each grade level to be mastered. The curriculum was formulated by teacher committees and committees of district representatives, and is unit and objective based. (2) The districtwide standardized criterion referenced program is progressing toward a process of random generation of unit tests. (3) The performance-based student evaluation system requires determination of mastery of objectives and an overall unit test score. Students are retaught and retested on unit objectives not mastered. (4) The computerized instructional management system generates reports for teachers, principals, and district administrators for instructional planning and decision making and for program, curricular, and test item evaluation. The changes from reorganization of the district's instructional program have resulted in increased student achievement. (CJH)

ED 278 106 EA 019 103

Cooper, Bruce S.; Hummel-Rossi, Barbara
Re-Licensing Teachers into Math and Science: A Creative, Short-Term Solution to the Teacher Shortage.
PUB DATE- 86
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Board of Education Role; City Government; Educational Innovation; Elementary Secondary Education; Government School Relationship; Higher Education; *Inservice Teacher Education; *Mathematics Teachers; Program Descriptions; Program Effectiveness; *Science Teachers; *Teacher Certification; Teacher Placement; *Teacher Shortage; Teaching Load
IDENTIFIERS- *New York (New York); *Teacher Relicensing

Because of a serious teacher shortage nationwide, it has become common to find many teachers teaching "out of license"--teaching courses in which they have had few or no college courses. In an attempt to address this problem, New York City has embarked on an innovative program to relicense teachers in mathematics and science to fill the increasing shortages of staff in these areas. The concept has been to take experienced teachers and to give them the tools to change fields, to apply their skills and ideas to math and science, without risking the loss of a job or great financial expense. This paper describes the operations of the model, which has required the close cooperation of 11 universities and colleges, the New York City Board of Education, and the City of New York. The paper also examines (1) racial, ethnic, gender, and success rate statistics of participants in the program and (2) the success of the model itself and its applicability to the solution of the teacher shortage. Advantages of the program include (1) cooperation among teachers, (2) enhancement of choice, (3) public reimbursement, (4) decentralization, and (5) adult development. Five tables are included. (IW)

ED 278 120 EA 019 117

Kovas, Marcia Anne
A Comparison of Secondary School Student Performance in Attendance and Achievement with Relationship to the Use or Nonuse of a Restrictive and Punitive Administrative Control Policy for Attendance.
PUB DATE- 86
NOTE- 99p.; Exit Project, Indiana University at South Bend, Summer 1986.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attendance Patterns; Average Daily Attendance; Comparative Analysis; *Discipline Policy; *Grade Prediction; High Schools; *High School Students; *Program Implementation; Research Methodology; School Policy; *Student School Relationship

This study compares student populations between two high schools in an urban school district in Indiana and populations within the schools to determine the effects of a punitive attendance policy and the attendance patterns of various groups. The schools were differentiated by the factor of one school enforcing an attendance policy. Random samples were classified into student groups having high grades, low grades, high absences, low absences, high ability, and low ability. Literature research on attendance policies is reviewed in the study's second section. The third section discusses characteristics of students who are most likely to be absent. Responses of student groups to policy implementation are examined in section 4. Section 5 demonstrates the relationship of the literature to the study. Research findings include: (1) an attendance policy curbs absences during the first semester but not during the second; (2) an attendance policy does not affect grades earned; (3) a relationship between ability and attendance cannot be established; and (4) an attendance policy is not a factor in relating good attendance and high achievement. Recommendations include a longitudinal study of an attendance policy's effect on absences and achievement and an investigation that involves a greater variety of subgroups. The study includes 29 charts, 3 pages of references, and 3 appendices. (CJH)

ED 278 173 EA 019 178

An Implementation Guide for the Legislative Mandated South Carolina School Improvement Process.

South Carolina State Dept. of Education, Columbia. Div. of Instruction.

PUB DATE- 86
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Change Strategies; Educational Change; *Educational Improvement; Educational Planning; Elementary Secondary Education; Needs Assessment; Program Evaluation; *Program Implementation; School Districts; School Effectiveness; State Action; State Legislation; State School District Relationship
IDENTIFIERS- *South Carolina; South Carolina Education Improvement Act 1984; *South Carolina School Improvement Process

This guide is designed to help South Carolina's school administrators implement the school improvement process mandated by the state legislature. The first chapter introduces the educational philosophy produced by the research on effective schools. Six indicators of effective schools (positive school climate, instructional leadership of the principal, emphasis on academics and basic skills, high expectations related to student achievement, frequent monitoring of student progress, and positive home/school relations) are defined and recent legislation affecting school improvement efforts is described. The second chapter discusses school improvement councils and their role in the school improvement process. Chapters 3, 4, and 5 review the essentials of the process itself. Chapter 3 covers needs assessment, suggesting instruments, audiences, and methods of interpretation. Chapter 4 explains the use of the assessment data in developing long- and short-range objectives. Chapter 5 focuses on the implementation of the school improvement plan, emphasizing monitoring, adjusting, and collecting evidence of the attainment of goals. Preparation of an annual school summary report is also covered. The sixth chapter briefly describes the relationship among the school improvement process, the district improvement report, and the district staff development report. The guide culminates with appendices that include a relevant citation from South Carolina's Education Improvement Act of 1984, the regulations governing school improvement councils and annual school and district reports, a timetable for submitting reports, and instructions for preparing reports. (PGD)

ED 277 816 CE 045 441

Hall, Dorothea
Adult Learning by Choice. Results of the CET LEARNING LINKS Project.
Council for Educational Technology, London (England).
REPORT NO.- ISBN-0-86184-168-9
PUB DATE- 86
NOTE- 161p.
AVAILABLE FROM- Council for Educational Technology, 3 Devonshire Street, London, England W1N 2BA (7.00 pounds; over 10 copies--6.30, over 20--5.60).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Case Studies; *Computer Assisted Instruction; Foreign Countries; *Independent Study; *Information Services; *Microcomputers; *Nonformal Education; Nonschool Educational Programs; Postsecondary Education
IDENTIFIERS- *United Kingdom

The LEARNING LINKS project was undertaken to expand opportunities for adult learning in nonformal, noneducational settings. It had the following three broad aims: stimulate student-negotiated learning, stimulate and support informal adult learning, and test the usefulness of microcomputers in an information service for adults. Over a period of 2 years, four LEARNING LINKS centers were established (two in England and one each in Scotland and Ireland). The four centers were all still operational at the end of the development phase in March 1986, and all appeared to be doing well. At the local level, effective collaboration between agencies proved to be central to the centers' success. In some instances, the project provided a catalytic forum for bringing together community groups and statutory and community agencies in a common cause. The experiences in the area of developing a microcomputer information service indicated that microcomputers do indeed have potential for use in LEARNING LINKS-type work, particularly in the areas of data bases, self-assessment and guidance programs, and microcomputer networks. (This report includes thematic papers on the LEARNING LINKS project and procedures for developing similar programs; case studies of the four LEARNING LINKS Centers; six technical reports on the project; and appendixes containing sample flowcharts and printouts from the microcomputer information service, a discussion of the design philosophy and methodology of the course, and the perspectives of the project's software writer regarding development of a LEARNING LINKS-type information service.) (MN)

Digest of 310 Evaluation Methods.
Office of Vocational and Adult Education, Washington, DC. Div. of Adult Education.
PUB DATE- Feb 87
NOTE- 133p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; Adult Education; Competency Based Education; *Educational Assessment; *Evaluation Criteria; *Evaluation Methods; Longitudinal Studies; Models; *Program Evaluation; Research Methodology; Self Evaluation (Groups); Staff Development; *Statewide Planning

IDENTIFIERS- *310 Project

This digest of 310 Project evaluation methods is intended to provide examples of and guidelines for evaluating 310 projects at the national, state, and project levels. The first section, which is devoted to state-level 310 evaluation projects, includes a report on a longitudinal study assessing the impact of 310 projects in Florida, a report reviewing 10 years of 310 project activity in Pennsylvania, and a longitudinal study of adult basic education in Virginia. The second part of the digest contains a 310 self-assessment administration guide and two examples of requests for proposals from the Texas 310 program. The guide includes various items relating to evaluation in the areas of priority setting, applications review, 310 guidelines, project monitoring, and dissemination. The following materials are included in the final section, which covers various project evaluation strategies: a validation guide for adult education projects developed for the New Jersey Adult Education program, two papers ("Evaluation of Competency-Based Adult Education" and "Evaluating Innovative Adult Education Projects: How to Make Evaluation Work for You") that were originally presented at the sixth annual Competency Based Adult Education Conference, a summary of the National Adult Literacy Project's search for promising literacy practices, sections on staff development and program evaluation from a set of quality standards published by the Division of Adult Education, and principles for planning and implementing staff development that are taken from a report developed by the National Adult Basic Education Staff Development Consortium. (MN)

ED 278 011 CS 210 165

Dixon, John; Stratta, Leslie
Examining Poetry--The Need for Change. Response to Literature. Booklet 2.
Southern Regional Examinations Board, Southampton (England).
PUB DATE- 86
NOTE- 67p.
AVAILABLE FROM- Southern Regional Examinations Board, Avondale House, 33 Carlton Crescent, Southampton, S09 4YL England, United Kingdom (35 pence).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Educational Improvement; *Educational Innovation; Evaluation Criteria; Evaluation Methods; Feedback; Foreign Countries; Guidelines; Ideology; *Literary Criticism; Literary Devices; *Literature Appreciation; Modernization; *Poetry; Reader Response; Reading Comprehension; Secondary Education; Test Construction; Test Format; Test Interpretation; Test Reliability
IDENTIFIERS- *Response to Literature

Elaborated as a response to a traditional set of secondary school poetry examinations that are called "sterile and outmoded," this report resulted from a series of seminars held in England by literature educators. The report offers extensive guidelines for modernizing the exams, examples of student critical writing about particular poems, and student responses to the educators' modernization plans. Part 1, "Exploring Possible Achievements," assesses the efficacy of current exam guidelines, offering concrete examples using student comments on several poems. Part 2, "Experimenting with Guidelines," discusses strategies for the improvement of the guidelines, such as changing the wording or offering alternate sets of guidelines for different students. Part 3, "Ideological Issues: A Further Experiment," considers a particularly complex question, ideology, and focuses on the most accessible use of the concept--consciously committed poetry, and especially satirical criticism and protest about political and social mores. Part 4, "Questions on Poetry Anthologies," argues against exam questions that generalize about poetic texts and for a less rigid system which would enlist the collaboration of the students and allow for a more independent response. (NKA)

ED 278 053 CS 505 435

Harris, Thomas E.

Organizational Communication: Focusing on Leadership Behaviors and Change Management.

PUB DATE- Nov 86
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrators; Adoption (Ideas); Change Agents; *Change Strategies; *Employer Employee Relationship; Innovation; Management by Objectives; *Management Systems; Organizational Change; *Organizational Communication; *Participative Decision Making; Power Structure

Effective leaders operate with three different styles: manager-as-technician, manager-as-conductor, and manager-as-developer. The first two work well if the manager remains a hero, but this heroic style diminishes the subordinates' own capabilities and confidence and is counterproductive to change. The post-heroic manager, or manager-as-developer, makes the group responsible for successful change. By using a shared-responsibility approach, the manager develops the group members' abilities to aid the change process. Within the post-heroic management model, the following five steps should be followed to obtain change: stimulation, initiation, legitimization, decision, and action. Stimulation requires the manager or an appropriate group member to indicate interest in the need for an idea or innovation. Once interest is created in the idea, the process of initiating the new idea into the organizational system can occur. Those in power must then legitimize the innovation so that other group members will be more likely to provide a favorable hearing for the change. Finally, the decision to act and the execution of the idea both involve full participation by members. (SRT)

ED 278 080 CS 505 496

Kearney, Patricia; And Others
Effects of Teacher Immediacy and Strategy Type on College Student Resistance.

PUB DATE- Nov 86
NOTE- 33p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Antisocial Behavior; Behavior Change; *Classroom Techniques; *College Students; *Communication Research; *Compliance (Psychology); Higher Education; Interpersonal Communication; *Nonverbal Communication; Prosocial Behavior; *Teacher Student Relationship; Teaching Methods; *Verbal Communication

A study investigated the effects of teacher nonverbal immediacy and strategy type on college students' likelihood of resisting teacher strategies for gaining compliance. Subjects were 629 undergraduate students randomly assigned to four separate conditions. They responded to four written scenarios that reflected the variables of teacher immediacy (immediate and nonimmediate) and behavior alteration strategy (prosocial or antisocial). Results indicated that the relative effectiveness of a prosocial or antisocial strategy type may be contingent on teachers' nonverbal immediacy. Specifically, students reported greater likelihood of resistance to those strategies which were asynchronous with teacher immediacy. An immediate teacher who employed prosocial strategies was resisted less than an immediate teacher who used antisocial techniques. Conversely, a nonimmediate teacher who employed prosocial techniques was resisted more than a nonimmediate teacher who used antisocial strategies. Based on these results, immediate teachers should probably continue to employ prosocial techniques for compliance, but nonimmediate teachers should avoid the use of prosocial strategies. Extended research should consider additional student behaviors and techniques representative of prosocial and antisocial types as well as the influence of other situational or relational factors on potential student resistance. Seven pages of references are included. The four scenarios are described in Table 1 (appended). (SRT)

ED 278 133 EA 019 131

School Community Education Program in New York City, 1984-85. Volume IV: OEA Final Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Dec 86
NOTE- 105p.; For related documents, see EA 019 128-130.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; *Career Counseling; Educational Innovation; Elementary Secondary Education; *Faculty Development; Gifted; Health Education; Mastery Learning; Memory; *Parenthood Education; *Program Effectiveness; Program Evaluation; *School Community Programs; School Districts; Urban Schools
IDENTIFIERS- *New York City Board of Education; *School Community Education Program

In 1984-85, the New York City Public Schools received $2,374,686 from the state legislature to operate the School Community Education Program (also known as the Umbrella Program). The program consisted of 46 different projects designed to provide innovative solutions to local educational and school problems. Thirteen of these projects are evaluated in this report. Seven were designed for staff development training, two offered career orientation counseling, one provided parenting skills instruction to students with children, and the remaining three sought to improve attendance, memory, and health among participants. Each evaluation report describes the project briefly, identifies the evaluation methodology, presents the findings, and provides recommendations for improvement. Copies of program-developed assessment instruments are provided when appropriate. The projects evaluated in this volume are: (1) the Staff Development in Writing Project (training in writing instruction, elementary school teachers); (2) the Mathematics Improvement Program (support services for mathematics teachers in grades 2-7); (3) the Help Neighborhood Center (attendance monitoring and counseling for elementary and junior high school students); (4) the Arts in General Education (AGE) Project (training in integrating arts into the general curriculum, elementary school teachers); (5) the Enrichment Program, K-9 (training in meeting needs of high-achieving pupils, for teachers of grades K-9); (6) the Mother and Child in School Program (parenting skills, high school students with children); (7) the Children Improve Memory Ability Program (memory development, grades 1-3); (8) the Sum in One Program (training in music instruction, elementary school teachers); (9) The Traveling Body Shop (human body functions and health, grades 4-6); (10) the Maximizing Access to High Schools Program (career-orientation counseling for gifted students, grades 7-8); (11) the Mastery Learning Program (training in mastery learning methodology, elementary and intermediate teachers); (12) the Early Childhood Language and Literacy project (training in improving communication arts skills, kindergarten teachers); and (13) the Vocational and Career Choices Program (career information services, grades 7-8). (PGD)

ED 277 831 CE 046 044

Stephens, Charlotte
Vocational Evaluation/Preparation. A Mainstream Module for the Handicapped.
PUB DATE- 5 Dec 86
NOTE- 15p.; Paper presented at the American Vocational Association Convention (Dallas, TX, December 5-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; *Mainstreaming; *Prevocational Education; Secondary Education; Student Evaluation; *Vocational Aptitude; *Vocational Evaluation; *Vocational Interests

The Vocational Preparation for the Handicapped Program prepares 14- and 15-year-olds for participation in regular vocational education programs and for a successful learning experience. Recommended students are evaluated to determine if they have vocational potential and, if so, are assisted in making the appropriate vocational placement. Students participate in the program for a maximum of 2 years. When a student is determined to be able to function in a specific vocational program, that student may be mainstreamed into the regular vocational program. A typical program involves a laboratory for hands-on activities and experiences. First-year activities include a period of evaluation to determine a student's capabilities, limitations, and area of interest. Second-year activities provide vocational preparation activities needed prior to entering the regular vocational program determined to be best suited to the student's vocational interest and potential. (Vocational assessment forms are attached. These include student, parent, and teacher interviews; a checklist for vocational support services for handicapped students; training analysis, final evaluation and student follow-up forms; and a program chart.) (YLB)

ED 277 857 CE 046 094

Davis, Scott R.
Guidelines for Vocational Special Needs. Implementing Special Needs Provisions of the Carl D. Perkins Act (P.L. 98-524).
Vermont State Dept. of Education, Montpelier. Div. of Vocational-Technical Education.
PUB DATE- 87
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Ancillary School Services; *Disabilities; *Disadvantaged; Educational Legislation; Eligibility; *Federal Legislation; Guidelines; Postsecondary Education; Prevocational Education; *Program Implementation; Proposal Writing; Secondary Education; *Vocational Education; Vocational Evaluation
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; *Special Needs Students

This booklet is designed to assist teachers, administrators, and policymakers in the implementation of the Carl D. Perkins Vocational Education Act of 1984. Section I contains the sections of the Act that deal specifically with the handicapped and disadvantaged: Title II, Part A, Section 201--Uses of Funds, Section 203--State Allocation, and Section 204--Criteria for Services. Each section is interpreted. Section II sets forth the population criteria for handicapped and disadvantaged students. Section III addresses implementation. Examples of supplemental services that may be provided are listed. The purposes and types of vocational assessment are then considered. Prevocational programs are briefly discussed, and other types of services are suggested, including summer activities, purchase of modern equipment, transitional services, and outreach for equal access. Sections IV and V provide the matching requirements and guidelines for proposal writing of handicapped, disadvantaged, and individualized education programs. Appendixes, amounting to approximately one-half of the booklet, include special needs provisions of the Perkins Act, application proposal guidelines for Title II, Part A--Special Needs of the Act, guidelines for vocational assessment of the disadvantaged and handicapped, and guidelines for the "Equal Access" provisions of Section 401.101(a) of the Act. (YLB)

ED 277 912 CG 019 594

Toro-Alfonso, Jose
AIDS: Implications for Homosexual Self-Help and Support Efforts.

PUB DATE- Aug 86
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disease Control; *Disease Incidence; *Homosexuality; *Public Health; *Puerto Ricans
IDENTIFIERS- *Acquired Immune Deficiency Syndrome

The Colectivo de Concientizacion Gay, a homosexual and lesbian organization in Puerto Rico, developed a brief analysis of what has happened since symptoms associated with acquired immunodeficiency syndrome (AIDS) were first reported by the Centers for Disease Control in 1981; the analysis also included implications for the gay community. Since homosexuals were the first AIDS victims, the disease was linked to this way of life. The homosexualization of the disease had a negative influence on the handling of research, the assignment of funds, the treatment of patients, and the content of public information. AIDS, however, is a concern of general public health and is not exclusive to homosexuals. Statistics of the Latin American Center of Sexually Transmitted Diseases indicate that in Puerto Rico the major percentage of AIDS patients is not composed of homosexuals. Nonetheless, a homosexual stigma seems to predominate in communities. Homosexuals must maintain objectivity in dealing with AIDS. They must assume responsibility for taking precautions to avoid the contamination and transmission of the disease. For some this will mean low risk sexual behaviors, for others the alternative of monogamy. Homosexuals must beware of fostering social prejudice. It is difficult to determine where genuine concern ends and homophobia begins. (NB)

ED 277 926 CG 019 608

Bowers, Barbara J.
Family Involvement in Nursing Home Care.

PUB DATE- Nov 86
NOTE- 12p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attribution Theory; *Family Attitudes; Family Role; Individual Needs; Institutionalized Persons; *Nurses; *Nursing Homes; *Residential Care; *Responsibility

Families of nursing home residents often perceive the care provided by the nursing home staff to be inadequate or inappropriate. Consequently, conflicts and misunderstandings frequently arise between staff and family members. A study was conducted in two midwestern nursing homes which investigated the perceptions of family and staff about the care provided to nursing home residents. The study used a grounded dimensional analysis (grounded theory) involving extensive interviews with 60 family members and 25 nurses at two facilities. Results indicated that family members often perceived themselves as ultimately responsible for making decisions about care and evaluating the effectiveness and appropriateness of care. In contrast, professional staff perceived themselves as ultimately responsible. These differences in attribution of responsibility were found to be based on the incompatability of definitions of expertise. Families perceived expertise in caring for the elderly to be based on personal, biographical experience with a particular resident. More general theories of aging were seen by families as having very little credibility. Staff generally perceived expertise as being based on more formal knowledge gained from a general knowledge of aging and disease process. These differences in source of expertise and responsibility attribution were reflected in what staff labeled family interference with care and what families labeled poor care. A three-page bibliography concludes the document. (NB)

Lischin, Stevi; Smith, Robert Charles
Toward Personhood: Uniting the Professional Woman's "Dual Careers."
PUB DATE- 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Development; Employed Parents; *Employed Women; *Family Life; Females; Mothers; *Professional Personnel; *Role Conflict; Role Perception; *Self Actualization; Self Concept

While professional women may experience their "dual careers" at home and at work as a source of inner fragmentation, this fragmentation can be a vehicle for developing a greater sense of personhood. Recent data show that women who combine work, marriage, and motherhood are experiencing more general psychological well being than are other women. Some conditions which help to foster the well being of these women include the development of more egalitarian families, changing attitudes about working women, and the woman's own inner experience of personhood. Moving toward wholeness and personhood is a complex and highly individualized process. In facilitating this process with adults in an educational setting, it is important to: (1) help professional and personal learnings to occur in relationship with each other; (2) respond to both male and female qualities of students; and (3) develop nurturant learning atmospheres. The "dual career" issues involved in professional development affect men as well as women. To develop as complete human beings, men have as much to gain by being family members as women do by being professionals. (NB)

ED 277 956 CG 019 638

Cook, Ann Thompson; And Others

Sexuality Education: A Guide to Developing and Implementing Programs.

Mathtech, Inc., Arlington, VA.
SPONS. AGENCY- Center for Population Options, Washington, DC.; Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 84
NOTE- 123p.; For the complete report, see CG 019 636-642.
AVAILABLE FROM- Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; Elementary Secondary Education; Parent Child Relationship; *Program Development; Program Evaluation; *Program Implementation; *Sex Education; *Sexuality

This document is the second volume of a six-volume report on sexuality education. This volume provides suggestions for developing and implementing effective educational and clinic-based approaches to sexuality education. It discusses the reasons for and nature of responsible sexuality education and describes approaches to building a community-based program, selecting teachers and finding training, assessing needs of the target population, and designing and implementing programs for them. It also provides suggestions for evaluating programs. Chapter 1 provides an introduction and eight fact sheets that highlight major findings of research and demonstrate the need for sexuality education programs for adolescents. Chapter 2 discusses building a program and chapter 3 describes establishing guidelines for the program. Designing the course, selecting and training leaders, and implementing programs are covered in chapters 4, 5, and 6 respectively. Chapter 7 concerns linking young people with medical services and chapter 8 discusses evaluating the course. Lists of curriculum resources and resources for every stage of program development, and a reference list for fact sheets are appended. (NB)

ED 277 998 CS 008 659

Tenney, Yvette J.
Predicting Reports of a Personal Event. Technical Report No. 387.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Jun 86
NOTE- 16p.; A version of this paper appeared in the Proceedings of the Annual Conference of the Cognitive Science Society (7th, Irvine, CA, 1985).
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Communication Research; *Discourse Analysis; *Interpersonal Communication; *Memory; *Personal Narratives; *Predictive Measurement; Psychological Patterns
IDENTIFIERS- *Topic Selection

Focusing on how people select topics to mention when reporting on a personal event, a study investigated the hypotheses that people would be more likely to mention topics (1) of high prior concern than topics of low concern and (2) with an unusually good or bad outcome than topics with an ordinary outcome. Subjects, 12 couples expecting babies, responded to prenatal and postpartum questionnaires and tape-recorded the phone conversations in which they announced the birth of their baby. Results supported both hypotheses, as well as the notion that topic selection depends on memory search. Findings showed that topics chosen for spoken and written discourse are generated by accessing information that is salient in long-term memory. Alternately, these results suggested that discourse topics are chosen for their relevance and information value. Findings further implied that writers, like speakers, depend on memory processes to generate ideas. It is important, in the revision process, to compensate for memory bias by allowing the writer to focus on the concerns of the reader. Overall, results showed that, given knowledge of prior concerns and of what actually happened, it was possible to predict which speakers would address which general topics in naturally occurring conversations. However, there was considerable variety in how subjects handled the topics, i.e., with humor, suspense, or philosophically. (JD)

ED 278 025 CS 210 237

Burden, Denise S.
Teacher Developed Writing Curriculum for Culturally Diverse Classrooms.
PUB DATE- Nov 86
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Area Writing; Cross Cultural Training; Cultural Awareness; Cultural Context; *Cultural Differences; Cultural Interrelationships; Culture Contact; *Curriculum Development; Elementary Secondary Education; Ethnic Groups; Heterogeneous Grouping; Higher Education; Inservice Teacher Education; Instructional Effectiveness; Instructional Improvement; *Instructional Innovation; Minority Groups; *Multicultural Education; Social Differences; *Teacher Developed Materials; Writing Evaluation; Writing Improvement; *Writing Instruction; Writing Skills

Cultural diversity in the classroom is often seen as a block to learning and teaching, and the Urban Humanities Writing Project (UHWP--Greater Boston Area), a program which combines the teaching of writing with the principles and practices of multicultural education, was developed specifically to combat this negative view. The first component of the UHWP is a 13-week graduate level course for teachers and school administrators, since among the original assumptions were the following: (1) change can best be accomplished by those who work in schools; (2) teachers of writing must write themselves if they want to improve their students' writing; and (3) programs designed to improve the teaching of writing should involve teachers at all grade levels (K-13) and from all subject areas. Outstanding project teachers are then invited to participate in a 3-week summer institute (each week has a general focus), where each participant develops a multicultural writing curriculum unit appropriate to his or her grade level and subject area. During the final week, teachers construct their curriculum units, working individually and in small groups. By the end of the institute, teachers have produced a unit to be implemented during the upcoming school year. (Samples of student writings are included.) (NKA)

ED 278 147 EA 019 146

Layton, Donald H., Comp.
A Summary of Courses in the Politics of Education.
PUB DATE- Jan 87

NOTE- 30p.; Compiled for the Politics of Education Association.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Curriculum; *Course Content; *Course Descriptions; Educational Assessment; *Educational Policy; Evaluation Methods; Foreign Countries; Higher Education; *Politics of Education; Profiles
IDENTIFIERS- Australia; Canada; United States

This document contains 83 listings and descriptions of courses in the politics of education, education policy, and education policy analysis. Intended to be a reference to current course instructors and individuals about to teach classes in educational politics or policy analysis, the compilation is based upon course syllabuses, catalog descriptions, and other materials submitted by course instructors. Listed alphabetically by state or country (if not in the United States), each entry includes the name of the university, course title, instructor, date of course syllabus, texts, focus, and special features, if any. Courses with a higher education focus are identified as such. (IW)

ED 278 187 EC 191 732

Schoemer, David; Miller, Linda

Measurement: Understanding Concepts Which Promote Student Growth in Learning.

Iowa State Dept. of Education, Des Moines. Bureau of Special Education.
PUB DATE- 86
NOTE- 186p.; A related video tape recording is available from the developers.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior Change; Contingency Management; Decision Making; *Diagnostic Teaching; Elementary Secondary Education; *Evaluation Methods; *Formative Evaluation; *Inservice Teacher Education; *Mental Retardation; Precision Teaching; *Student Evaluation
IDENTIFIERS- *Project Measurement

A product of Project Measurement, this facilitator's manual is designed for an inservice course on the use of measurement in the instructional process for special educators of mentally handicapped students. Project Measurement had three goals: (1) to provide a better measurement system for special education teachers, (2) to encourage a team approach to data collection, and (3) to provide consistent follow-up for inservice participants. The first section of the manual discusses the philosophy of formative or process-based evaluation and how it differs from the permanent product assessment more typically used in special education assessment. The next section provides a philosophy of decision making that relies on the ABMC model where A stands for antecedent conditions and interventions; B represents the behaviors being measured; M stands for the measurement component; and C indicates consequation interventions designed to enhance or eliminate the behavior in question. The third section contains material on basic measurement components including pinpointing, recording, and charting with an emphasis on precision teaching resources. The last section discusses decision making guidelines that significantly enhance the utilization of data collected so that process information directs instructional decision making. The appendix includes a complete set of overhead masters (also included in each section). (DB)

ED 277 845 CE 046 068

Smith, Christopher A.
Developing Effective In-Service Training Programs.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
REPORT NO.- ISBN-0-916671-00-3
PUB DATE- 84
NOTE- 272p.
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; Disabilities; Educational Resources; Improvement Programs; *Inservice Education; Institutes (Training Programs); Job Training; Models; Needs Assessment; Postsecondary Education; *Program Development; Program Evaluation; *Rehabilitation Centers; Rehabilitation Programs; *Staff Development

This manual provides step-by-step directions for developing an inservice staff training program in a rehabilitation facility. The manual is organized in five chapters. Following an introduction that defines inservice training, the first chapter discusses inservice problem identification procedures (conduct a needs assessment and determine present performance and existing deficiencies), while the second chapter presents 10 steps for developing an inservice training program (commit the facility to staff training; select training objectives; write performance objectives; select course prerequisites; select and sequence course content; construct competency tests; select an instructional method; determine instructor requirements; select and prepare training aids; and determine equipment requirements). The third and fourth chapters provide information on evaluating the inservice training program and responding to changing inservice needs. The final chapter presents three models of training programs: the Stanton conferencing instructional package for group instruction; the Rottier "turnover notebook" style of instructional packages for individual learning; and the Rehabilitation Associate Training for Employed Staff (RATES) modules for individual or group learning. Appendixes contain needs assessment formats, a DACUM chart format for developing curriculum objectives, a chart of instructional strategies, a resource list, and inservice training forms and curriculum. (KC)

ED 277 884 CE 046 154

Navaratnam, K. K.

Extension Volunteers.
PUB DATE- 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; Educational Needs; *Extension Education; *Program Administration; *Program Improvement; *Recruitment; *Volunteers; *Volunteer Training
IDENTIFIERS- *Cooperative Extension Service

The Cooperative Extension Service has become the largest adult education and human service program in the United States. It makes use of about 1.5 million adult volunteers who spend an average of more than 100 hours each conducting Extension programs under the guidance of extension personnel. Volunteers play a variety of roles including policy formation, teaching and coordinating Extension activities, training volunteers, supervising projects, supporting Extension programs, and providing facilities, funds, and other resources and services. Over the years, roles of extension volunteers have become both specialized and diversified. Yet, Extension has not created nor clarified volunteers' job titles. Volunteers should be classified and given different levels of training according to their needs and participation areas. Categorizing volunteers by their titles will help Extension personnel plan and deliver a unified and systematic recruiting and training program for volunteer development. The need for categorizing volunteers based on titles and expanding the number of volunteers and the volunteer sector will be the major effort of Extension in the near future. Giving volunteers titles will also help the organization evaluate volunteers' effectiveness as well as increase their involvement. (Tables are provided showing suggested titles for volunteers in the various program areas of Extension.) (KC)

ED 277 984 CS 008 627

Greif, Ivo P.
A Study of the Pronunciation of Single-Syllable Words Having the Only Vowel as the Final Letter.
PUB DATE- 83
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Language Patterns; Language Research; *Phonics; Primary Education; *Pronunciation Instruction; *Stress (Phonology); *Structural Analysis (Linguistics); *Syllables; *Vowels

To determine the utility of the commonly taught phonics rule "if the only vowel in a word is at the end of that word, it usually stands for a long sound," a study evaluated all of the single syllable entries in the "New Grolier Webster International Dictionary of the English Language." When the letter "y" was considered a vowel, 72 words were found of which 55% could be correctly pronounced using the rule. However, when all the cases in which "y" was the only vowel were discarded, the utility of the remaining 57 words was only 44%. Analysis of these 57 words revealed that 28 were words with a high frequency of use. Analysis of these words indicated that only half could be correctly pronounced when the rule was applied--a utility of 50%. These results suggest that the phonics rule at issue is highly misleading to children and should not be taught. (JD)

ED 278 039 CS 210 278

Lundsteen, Sara W.
Developmental Aspects of Composition (or Think Young).
PUB DATE- 3 Oct 86
NOTE- 60p.; Address presented at the Meeting of Colorado Educators (Denver, CO, October 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; *Child Language; *Developmental Stages; Early Reading; Kindergarten; *Language Acquisition; Language Usage; Literacy Education; Oral Language; Peer Teaching; Primary Education; Reading Aloud to Others; Reading Instruction; Reading Readiness; Tutoring; *Writing Instruction; *Writing Readiness; Written Language; Young Children
IDENTIFIERS- *Emergent Literacy

Stressing the importance of understanding child development, this paper first describes the writing of several children in a kindergarten class who represent various levels of emerging literacy. Based on the descriptions of classroom activities, the paper argues that with a developmental perspective the teacher can build instruction on what the children already know about oral language, reading, and writing, focusing on functional experience rather than on merely isolated skills. Further, the paper argues that knowledge of early child development can give teachers insights for instructional methods, as well as professional ammunition in support of these methods. Five ideas on children's writing development are then discussed: (1) young children widely exposed to print, drawing, and adult models, often start writing with no formal instruction before they enter school; (2) such children are able to tell the difference between their writing and their drawing by approximately age 3; (3) one may distinguish some early writing stages, a sequential development, although composition does not necessarily follow an orderly sequence; (4) children's writing needs to be responded to within the child's social context of oral language and art; and (5) studies of early writing and invented spelling are complementary in their findings. Figures illustrating children's language and some theories of development are included. (SRT)

ED 278 107 EA 019 104

Ebmeier, Howard H.
The Effect of Closing a High School on Parent Attitudes, Student Attitudes, and Student Achievement.
PUB DATE- Apr 86
NOTE- 70p.; Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Boards of Education; Consolidated Schools; Enrollment; *High Schools; *Parent Attitudes; Public Opinion; *School Closing; *School Community Relationship; School District Reorganization; Secondary Education; *Student Attitudes
IDENTIFIERS- *Illinois (Wheaton)

Over the last 10 years, declining school enrollments resulted in nearly 30,000 school closures nationwide. Little research has been done, however, on the effects of closing a high school. This report interprets data gathered both before and after the closing of Wheaton Warrenville High School in a large Chicago suburban school district to determine the impact of the school closure on (1) student achievement, (2) student attitudes, and (3) parent attitudes. Data interpretation shows that the school closure did not have any measurable impact on student grades or achievement as measured by standardized tests, nor did it affect such student personality characteristics as self-confidence, sense of efficacy, and self-concept. Parent attitudes, however, reflected many negative perceptions of the school closure's effect on the school community and on the academic achievement of the students. These negative opinions can be partly attributed to parents' lack of access to factual data, to the degree of controversy reported by the press, and to the perceptions of what they believed to be the community consensus. Appended are 8 references, 28 tables, and 8 figures. (IW)

ED 278 121 EA 019 119

Williams, Robert O.
Public School Funding and Legislated Policy-Making: A Case Study of the 1985 Indiana General Assembly.
PUB DATE- Apr 86
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140)
DESCRIPTORS- Decision Making; Educational Policy; Elementary Secondary Education; Financial Support; Models; *Organizational Theories; *Policy Formation; Political Attitudes; Political Power; *Politics of Education; *Public Schools; Research Needs; *School Funds; *State Legislation; State Norms
IDENTIFIERS- *Indiana

To generate a theoretical model for future interpretation, this study analyzed the 1985 Indiana Legislature concerning educational policymaking in public school funding. Previous research indicates that the classical rational actor model of policymaking inadequately addresses multidimensional pressures at work in state legislatures. A model is needed that would be useful in interpreting or giving meaning to policy decisions. This analysis of legislative actions, however, did not produce a clearly defined model. Instead, the analysis yielded generalizations that operate within a complex political setting, which include the following: (1) Indiana is a conservative state with beliefs in local control and a conviction against change initiated by outside forces. Policymaking is thereby insulated, and the legislature carries on a traditional treatment of the funding formula rather than assessing broader proposals. (2) Concerning Indiana's internal politics of education, key spokespersons (primarily superintendents) are heeded by legislators on educational matters. That many positions are based upon patronage brings little expertise and creates political factions. (3) The cumbersome funding formula, known to a powerful minority, prevents understanding of specific actions. Further research on Indiana's legislated educational policymaking is needed to sharpen the assertions in this study and to understand how policymaking influences public school practice. Appendices (consisting of interview questions and the Indiana formula for local tuition support) and two pages of references are included. (CJH)

ED 278 160 EA 019 161

Newmann, Fred M.
Higher Order Thinking in the High School Curriculum.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 9 Feb 87
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (San Antonio, TX, February 6-10, 1987).
GRANT- OERI-G008690007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Cognitive Processes; High Schools; Instructional Improvement; *Intellectual Development; Principals; School Organization; *Secondary School Curriculum
IDENTIFIERS- *Higher Order Skills; *Thinking Skills

Higher order thinking can be defined as interpreting, analyzing, and manipulating information to solve a challenging problem. This definition does not restrict higher order thinking to any level of cognitive ability or any class of people; it includes thinking involving both nonacademic and academic topics; and it is not limited to any particular pedagogical method or theory of cognitive processing. Teaching higher order thinking involves teaching the information to be thought about, the skills with which to do the thinking, and the attitudes that predispose the individual to think. Teaching higher order thinking in schools is hampered by the typical curriculum's demand for broad but superficial subject coverage, by pedagogical methods that encourage student passivity, by the need to work with students as groups rather than individually, and by cultural biases against independent thinking. To support the teaching of higher order thinking, principals must first obtain the commitment of the faculty. Such a commitment can be enhanced if the principal places a priority on depth rather than breadth in the curriculum, encourages more active pedagogy, works to reorganize the school to improve the conditions for learning higher order thinking, and promotes a schoolwide culture of thoughtfulness. (PGD)

ED 277 832 CE 046 046

Thompson, Cecelia; Thompson, Dale

Developing Career Education Infusion Programs after Job-Shadowing.

PUB DATE- Dec 86
NOTE- 12p.; Paper presented at the American Vocational Association Convention (Dallas, TX, December 5-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Career Awareness; *Career Education; Career Exploration; Elementary Secondary Education; *Inservice Teacher Education; *Integrated Curriculum; School Business Relationship; School Counselors; *Summer Programs; Teacher Workshops
IDENTIFIERS- *Hawaii; *Job Shadowing

The Educators-in-Industry project described in this document is sponsored by the General Electric Foundation to offer experience in the business and industrial world to educators. In Hawaii, where General Electric has no factory facilities, other businesses provide job shadowing sites for administrators, counselors, and K-12 teachers. Over 100 educators have participated in summer workshops that have been offered for the past four years. Participants take part in a three-day on-site visit and then return to the workshop classroom to share their experiences. Educators develop individualized career education plans for their learners and infuse career education into their curriculum. Following the two-page description of the project are examples of career education infusion projects currently in progress in K-12 classes in Hawaii schools as a result of the program. Examples are provided of the infusion of career education into: (1) the kindergarten and elementary levels in the areas of oral communication and writing skills, social studies, creating and cooperating, responsibility, career awareness/self-concept, ecology, and the visitor industry; (2) special education; (3) counseling; and (4) vocational education in the areas of business education, vocational agriculture, and home economics. (YLB)

ED 277 871 CE 046 134

State Adult Literacy Initiatives: Report of a National Conference and a Survey of State Programs.

National Association of State Boards of Education, Alexandria, VA.

SPONS. AGENCY- B. Dalton Bookseller, Minneapolis, MN.; Department of Education, Washington, DC.
PUB DATE- 19 Dec 86
NOTE- 50p.; Also sponsored by John D. and Catherine T. McArthur Foundation. Includes proceedings of the National Meeting on State Literacy Initiatives (Washington, DC, August 18-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educational Finance; Educational Needs; Educational Resources; Functional Literacy; Information Dissemination; Institutional Cooperation; *Literacy Education; Program Descriptions; Program Evaluation; *Program Implementation; *State Programs

This report contains two sections: a summary of a conference on state literacy initiatives including the agenda and list of participants, and a series of profiles of the literacy efforts of individual states. The four issues identified and discussed at the meeting were (1) development of state initiatives; (2) coordination and expansion of state delivery systems; (3) assessment, accountability, and communication; and (4) state-level literacy resource development. The information on state literacy efforts contained in the second section was derived from a survey conducted by the National Association of State Boards of Education in preparation for the meeting. Information includes summary descriptions of state literacy coalitions, a comparative chart on state literacy coalitions, summary data on state literacy programs, and a comparative chart on measures of adult illiteracy. Each survey profile was prepared by a lead participant from the state. Not all information was available from all states. (KC)

ED 277 942 CG 019 624

Dole, Arthur A.; And Others
When an Amateur Counsels: A Case Study of Retrospections and Verbal Responses.
PUB DATE- Jul 86
NOTE- 13p.; Paper presented at the International Congress of Applied Psychology (21st, Jerusalem, Israel, July, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Counseling Effectiveness; *Counselor Evaluation; *Counselor Performance; *Counselors; Counselor Training; Graduate Students; Helping Relationship; Higher Education; *Psychotherapy; *Verbal Communication
IDENTIFIERS- *Amateurism

Although there is some evidence that informally trained persons such as peers, housewives, bartenders, hairdressers, and others can be helpful to persons in distress, research on the cognitive and verbal behaviors of these amateur counselors is lacking. A single case design was used to compare a female lawyer without formal training in counseling (amateur) with an experienced female psychotherapist on verbal responses, retrospections, client responses, and client satisfaction. The amateur and professional counselors were both asked to counsel a male client experiencing a relationship problem with a supervising instructor. The client was a coached male graduate student who presented the same problem to each counselor. After each interview, the client and counselor retrospected. Transcripts were coded on six dimensions of retrospection and on 9 client and 14 counselor verbal response categories. Although the client's responses to both counselors were comparable, counselors differed from each other in style of thought and verbal behavior. The client considered the amateur counselor helpful, but he considered the professional counselor somewhat more helpful. (Author/NB)

ED 277 971 CS 008 583

Pappas, Christine C.
Learning to Read by Reading: Exploring Text Indices for Understanding the Process. Final Report.
SPONS. AGENCY- National Council of Teachers of English, Urbana, Ill. Research Foundation.
PUB DATE- 86
NOTE- 89p.; Funding for research also provided by the University of Kentucky.
GRANT- R85-21
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; *Child Development; *Cognitive Development; *Cognitive Processes; Kindergarten Children; Primary Education; Reading Aloud to Others; *Reading Games; Reading Instruction; *Reading Readiness; Reading Research; *Story Grammar
IDENTIFIERS- *Emergent Literacy

To better understand the early stages of literacy, a study investigated how young children learn about the registers of the written story genre. Subjects, 47 kindergraten children, were individually read to and then asked to "pretend-read" one or two selected picture storybooks on three consecutive days; their readings were audiotaped and their comments--with the adult's responses--were also recorded. Results of a textual-linguistic analysis showed that by the third reading, children's pretend readings were already close approximations of the actual text, although all of the children had been initially unfamiliar with the stories. Findings indicated (1) that these approximations could not be explained simply in terms of rote memory; and (2) that, by the time they reach kindergarten, children are fairly sensitive to written language registers; (3) that the development of these registers, characterized by various kinds of approximations and overextensions, is a constructive process in children's

cognitive/linguistic development; and (4) that some element triggers children to create implicit rather than explicit meanings from texts, allowing them to learn to read by reading. Overall, findings suggested that the message dimension of written language provides an important continuity from prereading to reading. (The two stories used in the study, coding examples of the token types for each book, a 10-page bibliography, and extensive statistical data are appended.) (JD)

ED 278 054 CS 505 441

Kitao, Kenji
How Does Natural Environment Affect American and Japanese Ways of Expressing Themselves?
Doshiva Univ., Kyoto (Japan).
PUB DATE- Jan 82
NOTE- 22p.; A product of the Department of English.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- Comparative Analysis; *Cross Cultural Studies; Cultural Background; *Cultural Differences; Cultural Images; Cultural Influences; Cultural Traits; Culture Conflict; Culture Contact; *Environmental Influences; Intercultural Communication; Japanese; *Language Patterns; Language Styles; Language Usage; *North American Culture; North American English; Physical Environment
IDENTIFIERS- *Japanese Culture

An essay compares Japanese and American language, reflecting on the fundamental culture-based differences between methods of communication in Japan and the United States. Japanese and Americans have different systems of logic and thought, attitudes, and ways of expressing themselves, all of which are affected by their respective background cultures. Natural environment is one of the major aspects of background culture, and it affects the method of expression, vocabulary, topic of conversation, values, and attitudes. People in Japan tend to express themselves as a part of nature, while Americans express themselves as the center of nature. Thus Japanese sentences often begin with conditions while English sentences start with people. Japanese also tend to use the passive voice more than Americans. In the same vein, the Japanese tend to use impersonal constructions, while Americans often use personal constructions. Natural background is one of the factors that has made Japanese descriptive and concrete and English analytic and abstract. Language is deeply related to background culture and culture is strongly affected by the natural environment. Therefore, language is influenced by its natural background in a variety of ways. (NKA)

ED 278 068 CS 505 477

Golen, Steven P., Ed.; And Others
Methods of Teaching Selected Topics in Business Communication.
Association for Business Communication, Urbana, IL.
REPORT NO.- ISBN-0-931874-17-3
PUB DATE- 86
NOTE- 105p.
AVAILABLE FROM- The Association for Business Communication, 608 South Wright St., Urbana, IL 61801 ($9.95, 10% discount for over 20 copies).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- Annotated Bibliographies; Assertiveness; *Business Communication; Career Planning; *Class Activities; *Communication (Thought Transfer); Computer Software; Conferences; Conflict Resolution; Creativity; Decision Making; Humor; International Trade; Interviews; Listening; Microcomputers; Nonverbal Communication; Speech Communication; Stress Management; *Teaching Methods
IDENTIFIERS- Oral Presentations

In order to help teachers of business communication look for new and innovative ways to improve their teaching, this book offers a "how to" approach to various topics in business communication. The ideas expressed in this book are a collaboration of 32 members of The Association for Business Communication who served on the Teaching Methodology and Concepts Committee during 1981-1984. Each topic covered follows a specific format consisting of six sections: introduction, theory and principles, suggested teaching unit, classroom activities, summary, and selected annotated bibliography. The topics covered are: ethics, international business communication, creativity, small group decisionmaking, microcomputer software, stress management, conflict resolution, assertive behavior, humor, listening, nonverbal communication, interviewing, conferencing, oral presentations, and career preparation and planning. (SRT)

Ambler, Bob; Elkins, Mike

Defining and Confirming the Relationship between Irrational Beliefs and Communication Apprehension: An Extension.

PUB DATE- Nov 86
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Modification; Cognitive Restructuring; *Communication Apprehension; *Communication Problems; *Communication Research; *Rational Emotive Therapy; *Speech Communication
IDENTIFIERS- *Irrational Beliefs; Personal Report of Communication Apprehension

A study sought to affirm the previously established relationship between irrational beliefs and communication apprehension. Four hundred and fifty-four subjects completed an Irrational Beliefs Test (IBT) and all 24 questions of the Personal Report of Communication Apprehension (PRCA-24) test. Results support the hypothesis that students high in communication apprehension engage in greater amounts of irrational thinking. The data indicate thinking that reflects the Demand for Approval, High Self-expectations, Anxious Overconcern, Problem Avoidance, and Helplessness dimensions of the IBT is particularly associated with communication apprehension. Results also support the claim that the communication apprehension experienced by males is linked more to irrational beliefs than the communication apprehension experienced by females. Results of the IBT were compared using the original scoring method and a revised scoring method. The comparison supports the assertion that Frustration Reactivity is not a verifiable independent scale on the IBT, and that the revised version of the IBT provides purer measures. Improved measures of irrational beliefs would be helpful for speech communication instructors in identifying and assisting students with high communication apprehension. (A three-page reference list and five tables of data are appended.) (SRT)

ED 278 094 EA 019 075

Khamis, M. G.
Teacher Selection--A Case for Better Interviews.
PUB DATE- Sep 86
NOTE- 27p.; Paper presented at the Annual Meeting of the Philosophy of Education Society of Australasia, Third Annual Conference of the Group for Research in Education and Administration (Armidale, New South Wales, Australia, September 1-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; Elementary Secondary Education; *Employment Interviews; Employment Practices; Employment Qualifications; Foreign Countries; Life Style; Performance Factors; Personnel Policy; Questioning Techniques; Research Needs; Teacher Administrator Relationship; *Teacher Characteristics; *Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement; Teacher Recruitment; *Teacher Selection
IDENTIFIERS- *Australia (New South Wales); Structured Interviews

This paper analyzes the effectiveness of teacher selection practices with reference to literature sources and recommends experimentation with a structured interview approach based on life style themes. The first variable in selection involves identification of characteristics of effective teachers. Some agreement concerning particular teaching qualities is found in the literature, but varying perceptions suggest that behavioral characteristics of effective teachers are too complex for generalizations. The second variable, objective screening of candidates, includes assessments of documents, which depends on the emphasis of those conducting the screening. Some authorities emphasize references and previous work experience, whereas others favor tested minimum competencies. The interview stage, the most relied upon method, is the most diverse facet of the process. Administrators should experiment with a structured interview whereby the interviewer compares answers with those of teachers previously evaluated as effective. A project exemplifying this approach, developed in the United States and applicable to the Australian context, contains life style themes in interview questions--relationship, democratic orientation, rapport drive, empathy, student orientation, acceptance, pupil success, and work and professional orientation. Responses help employers understand a teacher's prospects for success. Follow-up evaluations of teachers would validate the use of structured interview schedules. Appendices of interview questions and a 16-item bibliography conclude this document. (CJH)

ED 278 174 EA 019 179

Holly, William J.

Developing, Managing, and Gaining Public Support for the School District Budget.

Oregon School Study Council, Eugene.
PUB DATE- Feb 87
NOTE- 50p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00 prepaid; quantity discounts; $1.50 for shipping and handling will be added on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- *Budgeting; *Budgets; Costs; Elementary Secondary Education; Expenditures; *Money Management; Public Relations; School Business Officials; School Districts; *School Funds; School Support; *Staff Role
IDENTIFIERS- Oregon

This bulletin focuses on four aspects of budget development and management in local school districts. Chapter 1 describes the general budget development process, highlighting variations some Oregon districts have found useful. The chapter outlines the responsibilities of educational agencies and district staff members at various levels and reviews the staff's role in projecting enrollments, estimating revenues and expenditures, setting goals, evaluating programs, and organizing budgetary information appropriately. Chapter 2 discusses the essential components of sound budget management, including selecting and training qualified personnel, organizing and testing the business system, maintaining a suitable cash reserve, and decentralizing district budgeting processes. Chapter 3 covers cost control in the areas of salaries, insurance, purchasing, inventory, food services, and cocurricular activities. The fourth chapter describes tools that local districts have used effectively to encourage public support, with soecial emphasis on the use of citizen advisory committees. The bulletin concludes that the two primary factors in successful budget management are a dedicated, professional staff and a proud and involved community. References, a list of school officials interviewed for the bulletin, and an outline of the competencies recommended for school business officials by the Oregon Association of School Business Officials supplement the report. (PGD)

ED 277 817 CE 045 619

Assistant Chef Program. Vocational Objectives and Sample Menus.
Saint Augustine Coll., Chicago, IL.

PUB DATE- 85
NOTE- 97p.; For a related document, see CE 045 620.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Vocational Education; Behavioral Objectives; Bilingual Education; *Cooking Instruction; *Cooks; English (Second Language); *Food Service; Foods Instruction; Lesson Plans; *Occupational Home Economics; Postsecondary Education; Second Language Instruction; *Spanish Speaking; Task Analysis; Vocational Education; *Vocational English (Second Language)

Instructor materials are provided for an assistant chef program intended for English as a second language (ESL) or bilingual (Spanish-speaking) students. Vocational objectives are presented for over 20 cooking projects. Components of each include a task analysis; ESL related objectives, vocabulary, and/or structures; and vocational and/or ESL materials and strategies that are required. Other contents include two lesson plans: dry heat cooking methods and moist heat cooking methods. Components of each lesson plan are vocational objectives, language objectives, content/process, materials needed, and evaluation. Over 30 pages of menus conclude this packet of materials. (YLB)

ED 277 885 CE 046 155

Navaratnam, K. K.
Entry Level Employment Opportunities for College Graduates in Nonprofit and Voluntary Organizations.
PUB DATE- 20 Feb 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Curriculum; *College Graduates; College Programs; *Educational Needs; *Employment Opportunities; Entry Workers; Higher Education; Institutional Cooperation; Job Training; *Labor Needs; *Nonprofit Organizations; Program Administration; *Voluntary Agencies

A mail survey was conducted to gather information about entry-level career opportunities for college graduates in nonprofit and voluntary organizations in the United States. One hundred questionnaires were mailed to nonprofit and voluntary organizations, with a return of 57 usable questionnaires. The findings of the study show that there are employment opportunities for graduates in these organizations. The employment opportunities include specific positions ranging from program directors and supervisors to social workers and from teachers to counselors. The positions existing in these organizations permit the entry of graduates from a variety of academic disciplines. The study suggests that for continued growth and development of the nonprofit sector and its contribution to the nation's employment, trained personnel with college degrees are needed. For this purpose, colleges and the nonprofit sector could develop cooperative programs, internships, and volunteer opportunities for students interested in pursuing careers with these organizations upon completion of their degree. Courses in administration and management of the nonprofit sector, fundraising, communications, public relations, and partnership development could be jointly prepared and offered by universities and the nonprofit sector. Finally, a national agenda should be set up to develop talents, skills, knowledge, and personalities among graduates for improved management of resources in nonprofit and voluntary organizations. (Author/KC)

ED 277 899 CE 046 193

Bhola, H. S.
Adult Literacy for Development in Ethiopia: A Review of Policy and Performance at Mid-Point.
PUB DATE- Mar 87
NOTE- 30p.; Paper presented at the Annual Conference of the Comparative and International Education Society (31st, Washington, DC, March 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Developing Nations; *Economic Development; *Educational Policy; Foreign Countries; *Outcomes of Education; *Program Effectiveness
IDENTIFIERS- *Ethiopia

When Ethiopia launched its National Literacy Campaign (NLC) in July 1979, it was announced that illiteracy would be removed from the urban areas of the country by 1982 and from rural Ethiopia by 1987. By the end of the 12th round of the NLC in February 1985, 16.9 million youths and adults had been covered by the campaign, and 12 million (almost half of them female) had earned literacy certificates after passing a test. These impressive results do not mean, however, that the program does not still have a long way to go. The NLC's most important characteristic may be its mode of mobilization. The program is based on a two-layered structure, i.e., a flexible campaign structure undergirded by a permanent institutional structure. Emphasis of the program is on literacy and the dialectic role between development and literacy. Commitment from the program participants is obtained through a series of pledges to eradicate illiteracy through teaching or learning. Underlying the NLC's pledges and slogans is a system of structures and incentives and disincentives. Institutional arrangements for demand and use of adult education services at the field level exist in the form of Peasants' Associations (PAs) and Urban Dwellers' Associations (UDAs). Postliteracy instruction is provided through reading rooms, radio broadcasts, night schools, and distance education. The program is funded jointly by the government and people. It is concluded that the program serves as a lesson for those countries that are waiting for ideal conditions to launch literacy campaigns. Endnotes are provided. (MN)

ED 277 913 CG 019 595

Serrano-Garcia, Irma; Andujar, Lydia Santiago
Community Support Systems: One Response to Non-Compliance.
PUB DATE- Aug 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cancer; *Community Support; Compliance (Psychology); Feasibility Studies; Federal Aid; *High Risk Persons; Identification; *Males; Medical Services; *Puerto Ricans; Social Networks; *Social Support Groups

Puerto Rican males have been ranked among the top five groups in the world suffering from oral cancer. Since the typical victim is an elderly male, from the Puerto Rican rural and lower socioeconomic areas, who is chronically unemployed or underemployed, lives alone, and is a heavy drinker or smoker, social support network creation was considered a viable intervention. A social support intervention strategy was developed which involved four phases: (1) identification of high and low risk friends of a patient and existing support sources; (2) contact between the community link and potential cases; (3) diagnosis and treatment, with the patient being accompanied by the community link; and (4) follow-up and final evaluation. A pilot study was conducted with 21 potential patients to evaluate the effectiveness of the first three phases. The study concluded that community support systems could facilitate identification and follow-up of persons with oral cancer and could identify social support networks operating in communities. Despite evidence of the effectiveness of the intervention, the proposal was not supported by federal authorities. Possible explanations for this lack of support are considered. (NB)

ED 277 927 CG 019 609

Packard, Richard D.; Bierlein, Louann
Arizona Career Ladder Research & Evaluation Project: Research and Development for Effective Educational Change and Reform. Baseline Data Report for the Joint Legislative Committee on Career Ladders.
Northern Arizona Univ., Flagstaff.
PUB DATE- 17 Dec 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Career Ladders; *Elementary Secondary Education; *Incentives; Pilot Projects; Public Schools; Teacher Attitudes; *Teacher Evaluation; Teacher Participation;

*Teachers
IDENTIFIERS- Arizona

The Arizona Career Ladder Research and Evaluation Project was created to conduct research on the 5-year state pilot career ladder project (CLP), a teacher incentive program in which improved student achievement is one design criterion. This project's yearly research and evaluation cycle involves three basic steps: data collection, analysis, and reporting/feedback. Areas of data collection include: (1) individual career ladder program components; (2) teacher and administrator perceptions; (3) school climate; (4) teacher attraction, retention, and motivation; (5) district self-evaluation; and (6) student achievement. Data analysis includes noting changes and profiling effects of career ladder program components within each district. Reporting/feedback includes annually reporting findings to the appropriate state legislature committee and participating districts. Data collection began in spring 1986. Some of the unique features of Arizona's program include individualized and district-developed career ladder systems; extensive teacher input; no established quotas; a restructured salary schedule; and collaboration among government, business, universities, school districts and the teaching profession. This document, prepared for the legislative committee, provides a description of and data from the spring 1986 data collection, analysis of the data, and recommendations and conclusions. A good network of communication between CLP committees and teachers, a team approach to evaluation with emphasis on inter-rater reliability, and staff development/inservice are reported to have allowed for effective change. (ABL)

ED 277 957 CG 019 639

Wilson, Pamela; Kirby, Douglas
Sexuality Education: A Curriculum for Adolescents.
Mathtech, Inc., Arlington, VA.
SPONS. AGENCY- Center for Population Options, Washington, DC.; Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 84
NOTE- 365p.; For the complete report, see CG 019 636-642.
AVAILABLE FROM- Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Communication Skills; Curriculum Guides; Pregnancy; Prevention; Secondary Education; Self Esteem; *Sex Education; *Sexuality; Teaching Guides; Values Clarification

This document is the third volume of a six-volume report on sexuality education. This volume contains 132 teaching activities selected from programs evaluated as among the most effective being taught in the United States. The curriculum consists of 11 units: (1) Introduction to Sexuality; (2) Communication Skills; (3) Anatomy and Physiology; (4) Values; (5) Self-Esteem; (6) Decision Making; (7) Adolescent Relationships; (8) Adolescent Pregnancy and Parenting; (9) Pregnancy Prevention; (10) Sexually Transmitted Diseases; and (11) Review and Evaluation. Each unit contains a statement of goals and objectives, an overview of the unit contents, several activities that address the goals and objectives and, whenever needed, lecture notes and handouts. Over 40 handouts are presented, including pre- and post-knowledge, attitude, behavior, and course evaluation questionnaires. Sample homework assignments, guidelines for using audiovisual resources, and a comprehensive resource listing are also included. (NB)

ED 277 985 CS 008 631

Greif, Ivo P.
The Utility of the "Vowels in Open Syllable" and "Vowels in Closed Syllable" Phonic Rules When Pronouncing Two-Syllable Words.

PUB DATE- 81
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Language Research; *Phonics; Primary Education; *Pronunciation Instruction; *Stress (Phonology); Structural Analysis (Linguistics); *Syllables; Vocabulary Development; *Vowels

IDENTIFIERS- Syllabication Ability

To determine the usefulness of two commonly taught phonics rules concerning the pronounciation of two-syllable words, a study analyzed more than 138,000 words in the "New Grolier Webster International Dictionary of the English Language." The rules state that (1) a vowel is short when the only vowel in a syllable is not the last letter in the syllable (the closed syllable rule), and (2) a vowel stands for the long sound when the only vowel letter is at the end of a syllable (the open syllable rule). Results indicated that 44.9% of the open syllable words and 56% of the closed syllable words could be pronounced correctly. Findings suggested that the utility of the two rules decreases as the list becomes larger and more removed from early elementary vocabulary lists. Based on the notion that a word cannot be correctly pronounced if one syllable in a word cannot be correctly pronounced, analysis of two-syllable words indicated utility of the two rules to be approximately 25%. Evaluation using the five categories of pronounciation revealed similar results. Since it is unlikely that children in early first grade will divide words into syllables with perfect accuracy, as the evaluation presumed, the utility of the two phonics rules is probably considerably lower than the percentages reported, and the rules should not be taught to children. (JD)

ED 278 012 CS 210 168

Ediger, Marlow
Developing the Language Arts Curriculum (A Collection of Essays).
PUB DATE- 85
NOTE- 194p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- Basic Skills; Creative Writing; *Curriculum Development; Educational Philosophy; Elementary Education; *Elementary School Curriculum; *English Curriculum; Grammar; Handwriting; *Language Arts; Linguistics; Listening; Poetry; *Reading Instruction; Reading Writing Relationship; Speech Communication; Spelling; *Writing (Composition)

Ranging across the language arts spectrum in the elementary school curriculum, this compilation of 36 essays is divided into eight main sections: (1) issues, theory, and philosophy of a language arts curriculum; (2) reading (includes "Developing the Reading Curriculum," "Determining Reading Levels," and "Reading: Basics versus Problem Solving)"; (3) handwriting; (4) spelling (offers strategies and activities for improving spelling, and the suggestion that spelling can be correlated with other curriculum areas in the school/class setting); (5) linguistics (deals with patterns of sequences, expanding sentences, stress, pitch and juncture, and generating new sentences) and grammar (especially structural grammar); (6) oral communication (subdivided as creative expression in oral communication, and oral communication and the psychology of learning); (7) listening (focuses on diagnosis, the pupil and listening); and (8) writing and composition--the most extensive section (offers, among others, material entitled "Writing Achievement and the Basics," " The Child and Writing," "Creative Writing," and "Poetry in the Elementary School"). (NKA)

ED 278 026 CS 210 238

Hornbostel, Julia
Women Working: Images in American Literature.
PUB DATE- Nov 86
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Authors; *Characterization; Content Analysis; *Employed Women; English Curriculum; Females; Literary Criticism; Literary History; *Literature Appreciation; Nontraditional Occupations; Novels; Occupations; Popular Culture; Sex Stereotypes; *United States Literature; *Womens Studies; Work Attitudes; Work Environment; Work Experience
IDENTIFIERS- Cultural Experience; *Womens Literature

An interesting approach to the topic of women and literature is to see if the real working roles of women have been reflected in fiction. As delineated in novels, women are seen engaged in: (1) farm labor; (2) jobs that are extensions of their nurturing roles; (3) factory work--especially in the early textile and clothing mills; and (4) housework (though women are rarely protagonists if only "homemakers"). There are realistic portrayals of women as farmers (either with husbands or alone) in Cather's "My Antonia" and Glasgow's "Barren Ground," or as social reformers in Peattie's "The Precipice" and Laughlin's "Just Folks." Portraits of women working in industrialized settings are delineated in Sinclair's "The Jungle" and Dreiser's "Sister Carrie." Representations of women as artists who are paid for their work and do it as professionals are scarce, but one example is Arnow's "The Dollmaker." Women in business are found only in a series of popular novels by Edna Ferber. All these novels provide examples of women characters who are self-aware and even independent, who fail or succeed for the same reasons men do, such as actions of others, narrow societal roles, limitation by circumstances (such as poverty, health, or ignorance), or lack of energy. Such a literature course has appeal and impact, and helps to expose stereotypes for what they are and to present alternatives. Over 45 works of fiction are cited in the concluding bibliography. (NKA)

ED 278 134 EA 019 132

Solomon, Henry; And Others
Student Achievement in the 1984-85 Promotional Policy Program. OEA Evaluation Section Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Jul 86
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Board of Education Policy; Criterion Referenced Tests; Elementary Education; Grade 4; Grade 7; Grade Repetition; *Program Effectiveness; Program Evaluation; *Remedial Programs; Remedial Reading; *Student Promotion
IDENTIFIERS- *New York City Board of Education; *Promotional Gates Program

In 1980, the New York City Board of Education set reading standards that fourth- and seventh-grade students were required to achieve before being promoted. The Gates Program was established to provide remedial education to those students failing to meet the standards. A total of 15,705 students in the two grades failed to meet the standards in April 1984 and were eligible for Gates classes. Of these, 78.1 percent met the criterion in August 1984 or in January or April 1985. This success rate was comparable to that of the Gates Program in prior years. The Promotional Policy Program, of which the Gates Program is a part, appears to have had a consistently positive effect on academic achievement, though some special education students, students who had been promoted after spending an unsuccessful year in the Gates Program, and students with limited English proficiency made smaller gains than did the Gates population as a whole. Eleven tables present data on the program's achievements. Appendices present an accounting of reading-eligible Gates students included in full-year gains analyses over the program's 4 years, and describe statistical adjustment of pretest scores to account for regression to the mean. (PGD)

Robinson, Jack
Kids, Computers, and Beyond: The Hemet Experience in Technology-Based Education and Office Management Systems.
PUB DATE- Nov 86
NOTE- 19p.; Paper presented at the Annual Meeting of the California Educational Research Association (65th, Marina del Rey, CA, November 13-14, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; *Computer Uses in Education; Curriculum Development; *Decision Making; Educational Philosophy; *Educational Technology; Elementary Secondary Education; Financial Support; Fund Raising; Inservice Teacher Education; Office Management; Parent School Relationship; Program Development; Staff Development; State Programs; *State Standards
IDENTIFIERS- Hemet Unified School District CA; *Technology in the Curriculum Program

This paper describes the steps taken and the discoveries made by one school district in its implementation of computer-based education and office management systems. Topics covered include: (1) the formation and responsibilities of the Instructional Technology Committee (ITC) in budgeting, purchasing, and planning staff development programs; (2) the educational philosophy and goals established by the ITC; (3) sources of funding for equipment and implementation; (4) methods of involving parent organizations; (5) the development of school computer labs to meet the needs of individual schools; (6) the implementation of Technology in the Curriculum (a program developed by the California State Department of Education); (7) computer-based management of an academic student standards assessment program; (8) recommendations for the successful implementation of an IBM Office Management system (IBM XT and AT computers); (9) planning staff computer training programs; and (10) advice to other school districts planning the implementation of computer-based education and office management systems. (IW)

ED 278 188 EC 191 733

Issues and Recommendations: A Report of the Learning Disabilities Task Force on Definition, Criteria and Identification Procedures.

Iowa State Dept. of Education, Des Moines. Bureau of Special Education.

PUB DATE- 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Definitions; *Delivery Systems; Elementary Secondary Education; Eligibility; Financial Policy; *Handicap Identification; *Learning Disabilities; Student Placement; Testing Problems
IDENTIFIERS- Iowa

The report, developed by a special Iowa task force, examined issues of definition, criteria, and identification procedures for learning disabilities as a point of departure for the examination of current practices affecting learning disabled students in Iowa. The committee's working definintion of learning disabilities is presented as a basis for further discussion. Issues of definition and identification considered include the transition from a conceptual to an operational definition, problems in operationalizing the discrepancy between ability and achievement, problems with tests, objective versus subjective information, differentiation from other influences on learning, the acceptability of learning disabilities, and difficulties with predicting performance. Aspects of the service delivery system discussed are the need for role clarification of regular and special education, the lack of quality pre-referral activities, overemphasis on the identification of learning disabilities at the expense of data interpretation and program development, problems in determining the best environment for a student, and financial considerations. Among seven task force recommendations are: that the state's current rule on learning disabilities not be changed at the present time; that the current procedural manual on the identification of students with learning disabilities be revised; and that special education personnel provide direct assistance to general education staff in serving special needs students within the general education program. (DB)

ED 277 858 CE 046 096

Action for Learning and Equity: Opportunities for Change.

National Council of Adult Education, Wellington (New Zealand).
REPORT NO.- ISBN-0-908754-00-0
PUB DATE- Nov 85

NOTE- 49p.; Some tables and figures contain small print.
AVAILABLE FROM- National Council of Adult Education, P.O. Box 12-114, Wellington North, New Zealand 6038 (Multiple copies: $3.00 New Zealand).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; *Adult Education; Continuing Education; Educational Change; Educational Improvement; *Educational Needs; Educational Philosophy; *Educational Policy; Foreign Countries; *Government Role; Government School Relationship; *Lifelong Learning; *Nonformal Education; Postsecondary Education; Social Differences; Social Environment; Socioeconomic Influences
IDENTIFIERS- *New Zealand

Based on a task force review, this policy paper outlines the state of inequity in education now present in New Zealand and sets forth proposals for action. The report recommends urgent action by the government to realize its concern for policies to address social inequity. The proposals support procedures for developing and implementing educational policy in accordance with the government's commitment to social equity, and social equity criteria for funding nonformal learning initiatives. The document stresses that highest priority must be given to education to meet the needs and aspirations of adults who are underprivileged. As a result of its review of the education system in Aotearoa/New Zealand, the task force also supports the proposal that the education system become part of a coherent social policy in order to offer more than empty promises. Proposals call for an alternative resource process for nonformal education and for partnership in education to include people who are experiencing inequity. The report also describes the context and background of the inequity that is the substance of the proposals. A detailed plan for the development of a system of lifelong learning is presented. The report also contains definitions of terms and references. (KC)

ED 277 999   CS 008 660

Wilson, Paul T.; And Others
Children's Book Reading Habits: A New Criterion for Literacy. Reading Education Report No. 63.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 86
NOTE- 32p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Books; Elementary Education; *Elementary School Students; *Literacy; *Reading Habits; Reading Interests; Reading Materials; Reading Research; *Recreational Reading; *Supplementary Reading Materials; Theory Practice Relationship
IDENTIFIERS- Reading Motivation

To the traditional arguments for teaching children to read can be added the contemporary idea that literacy is a tool, the necessary skill for full participation in society, and the ticket to social mobility and success. New reasons for reading books have emerged from recent gains in the understanding of the comprehension process and the nature of language and language learning. However, students whose sole exposure to reading is through stories in the basal readers encountered in most schools are not likely to develop much interest in reading. In a sampling analysis of school children, book reading time emerged consistently as the best predictor of fifth-grade comprehension, vocabulary size, reading speed, and gains in comprehension between second and fifth grade. If the goal of a more literate America is to be achieved, children must be given opportunities to read, motivation to read, and access to books, a vital ingredient. Many children do not have books at home, and the presence of a variety of books in school classrooms is absolutely crucial to reading development. Learning to read must be viewed as the process of acquiring the reading habit, and literacy must be viewed as the regular exercise of reading skills through reading books. (NKA)

ED 278 040   CS 210 279

Catherwood, Vince
Tihe Mauriora: The Teaching of Literature in Aotearoa/New Zealand.
PUB DATE- May 86
NOTE- 29p.; Paper presented at the Annual Meeting of the International Conference on the Teaching of English (4th, Ottawa, Ontario, Canada, May 11-16, 1986). A few pages have faint, broken print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Biculturalism; Cultural Awareness; *Cultural Context; *Cultural Interrelationships; English Curriculum; English Literature; Ethnic Groups; Foreign Countries; *Foreign Culture; *Intercultural Communication; *Language Usage; Literary Devices; Literary History; Malayo Polynesian Languages; Oral Language
IDENTIFIERS- *Maori (Language); Maori (People); *New Zealand Literature

Writing in English in New Zealand today is being invigorated by the strength of the Maori oral tradition: its use of metaphor, its expression of Maori values. It is the Maori tradition that is the source of a unique New Zealand identity, which emerges through the language and literature of Aotearoa (New Zealand), the use of strongly rooted Maori myths and legends, and a landscape in which the Maori language is embedded. Most New Zealanders are now beginning to recognize that they live in a bicultural and bilingual society, after a post-World-War-II period in which literature curriculum usually meant English literature. In 1970, with the establishment of the National English Syllabus Committee, the teaching of English was no longer seen as an outpost of the British empire, but as a genuinely home-grown indigenous product. Two main streams of literature in English are now developing in New Zealand: the writing that derives from a European viewpoint and the writing which gains its impetus from the Maori perspective. These two streams also intersect and interconnect, since they share the experience of living in Aotearoa. Now that there is a positive current of interest in New Zealand literature teaching, the young tradition will need strengthening and nurturing. (NKA)

ED 278 108 EA 019 105

Common, Dianne L.
Recent History of Schooling Reform in Manitoba.
PUB DATE- Jun 86
NOTE- 33p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Winnipeg, Manitoba, Canada, June 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Background; *Educational Change; *Educational Philosophy; Educational Quality; Educational Responsibility; *Educational Strategies; Elementary Secondary Education; Foreign Countries; Government School Relationship; Program Effectiveness; Supervisory Methods; *Teacher Education; *Teacher Effectiveness; Teacher Supervision
IDENTIFIERS- *Manitoba

The social climate in Manitoba has led, in the past 25 years, to an expectation of school reform that has been translated into varieties of political action. However, most of the reforms, instituted by government policymakers, have fallen short of public expectations. This paper explores lessons to be taken from these experiences in school reform and proposes new ways of achieving excellence in compulsory schooling in Manitoba. In the past, Manitoba has attempted to realize excellence in five main ways: curriculum fixing, authority sharing, school setting humanizing, school setting engineering, and effective teaching. The first four ways have failed, for various reasons, to effect significant change in the schools. The fifth way--effective teaching--has been (to some degree), and can continue to be, the main road toward educational reform. Teachers must, however, be more adequately prepared and nurtured in their role of school reformer. Teacher education must encourage a "critical manner" in teachers that focuses on curriculum, pedagogy, and conditions for planning and implementation. Teachers must think more clearly about what, how, and why they teach. Supervisory practices must also be conducive to the development of this critical manner in teachers. Twenty-two references are appended. (IW)

ED 278 122 EA 019 120

Waks, Leonard J.
Educational Research and "Human Techniques" in the Global Technological System: The Theory of Jacques Ellul.
PUB DATE- Jan 86
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Modification; Educational Research; Educational Theories; Elementary Secondary Education; Futures (of Society); *Global Approach; *Humanism; *Science and Society; Social Control; Systems Approach; *Technological Advancement
IDENTIFIERS- *Ellul (Jacques); Sociologists; *Technological Demands

The French sociologist Jacques Ellul has had great influence on contemporary thought about the role of science and technology in the emerging global society. His books "The Technological Society" (1954) and "The Technological System" (1980) characterize the new social context as a tightly interlocked global technological system increasingly dominated by monolithic "technique" with both "technicist" and "humanist" components. This paper attempts (1) to summarize Ellul's major theoretical concepts, arguments, and conclusions; (2) to highlight the role of educational research and techniques in his global technology system theory; (3) to relate Ellul's thinking to social context issues underlying American educational research; and (4) to assess Ellul's position on education and related techniques of social control. Ellul asserts that humanity is becoming encircled in a complex politico-technical system that controls and will eventually absorb us all. Modern technique is almost limitless and is characterized by rationality, automatism, self-augmentation, monism, universalism, and autonomy. Human techniques lubricate mankind's adjustment to the new machinery and organizational structures. Certain dominant paradigms of educational research, whether behaviorist or progressive, reinforce Ellul's viewpoint, as more and more technicians are created to fuel the system. Reliance on "social efficiency" and standardized testing further illustrate technique's domination. The paper concludes by refuting Ellul's indictment of progressive or humanist approaches to education. Ellul's "identity thesis" fails because the technician is ultimately as important as the method itself. Ten references are included. (MLH)

Este, Robert A.
A Policy Process Model as a Tool of Educational Governance.
PUB DATE- Oct 86
NOTE- 21p.; Paper presented at the Mokakit Conference (2nd, Winnipeg, Manitoba, Canada, October 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; American Indians; Community Control; Decision Making; Educational Policy; Elementary Secondary Education; Foreign Countries; *Policy Formation
IDENTIFIERS- Canada

An examination of the relevant literature reveals that "policy" means different things to different people. Among the concepts that emerge when these meanings are reviewed are that policies are intentional, decision-based, goal-oriented, and conditional; they lead to results, balance facts and values, and allocate resources; and they emerge as the result of an informed process. The policy process is generally understood as a progression from initiation through selection and implementation to review. This progression may be affected by pressures to select and implement policies before all the relevant information has been gathered. To control the flow of information, an information system should be established that provides adequate data and analytic feedback at all steps in the process. Once the process is established, it can be twisted into a spiral form that can generate successive policies in given policy areas as goals are achieved. With increasing responsibility for the education of Canada's Indians devolving on trained Indian educators, it is important for these new policy-makers to be very clear in their definitions of policy, to recognize the significance of information and analysis to the policy process, and to be conscious of their own roles in the process. A two-page bibliography concludes the document. (PGD)

ED 277 833 CE 046 050

Shlechter, Theodore M.

An Examination of the Research Evidence for Computer-Based Instruction in Military Training. Technical Report 722.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Aug 86
NOTE- 60p.; Prepared at the Training Research Laboratory, Army Research Institute (ARI) Field Unit, Fort Knox, KY.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adult Education; Comparative Analysis; *Computer Assisted Instruction; Computer Managed Instruction; *Costs; Educational Finance; Educational Research; *Individual Differences; *Military Training; Program Effectiveness; Program Evaluation; Research Problems; *Student Attitudes

Over 150 papers and articles were examined, and interviews with noted computer-based instruction (CBI) professionals were conducted to obtain information about CBI and the research evidence. Focus was on four main areas of CBI research--costs, learning achievements, individual differences, and student attitudes. Consistent empirical evidence did not exist to support or deny claimed advantages of CBI over other instructional media for (1) reducing training time, (2) reducing life-cycle costs, (3) facilitating students' mastery of the instructional materials, (4) accommodating individual learning, and (5) motivating students' learning. The lack of empirical support for these issues was not totally explained by problematic courseware. CBI's inherent superiority as a primary instructional medium had not been established. Most noticeable of the research problems found throughout CBI literature were confoundings due to differences in instructional content, making comparisons with inappropriate media, confoundings due to "program novelty effects," and findings that were not replicated. Recommendations were a shift in focus to identification of conditions for using computers in the instructional process and use of CBI as a supplemental instructional tool in the established instructional program. Twelve pages listing references are included. (YLB)

ED 277 846 CE 046 069

Gilbertson, Alan D.

Determining Job Specifications. A Manual for Rehabilitation Workshops.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

PUB DATE- Apr 82
NOTE- 38p.
AVAILABLE FROM- Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Contracts; *Disabilities; Manufacturing; Quality Control; *Sheltered Workshops; *Specifications; Vocational Education; *Vocational Rehabilitation; *Vocational Training Centers

This publication is intended to help production staff understand (1) what job specifications are, (2) why written specifications are important, and (3) what is involved with documenting specifications. A definition of job specifications is followed by a discussion of the importance of and necessity for such specifications as regards the rehabilitation facility. The section on determination of job specifications is divided into two parts. The first part discusses the requirements of materials for the job and their relationship with shipping/receiving, manufacturing control, and quality control. The second part of this section discusses manufacturing specifications from the standpoint of the support services restrictions placed upon the manufacturing of the product, namely shipping/receiving methods, manufacturing control, and quality control. Forms and checklists are appended. (YLB)

ED 277 872 CE 046 135

Hunt, H. Allan; Hunt, Timothy
Clerical Employment and Technological Change.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
REPORT NO.- ISBN-0-88099-042-2
PUB DATE- 86
NOTE- 301p.
AVAILABLE FROM- W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 ($15.95 paperback--ISBN-0-88099-042-2; $23.95 hardcover--ISBN-0-88099-043-0).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Automation; *Clerical Occupations; Computer Oriented Programs; *Computers; Data Processing; Employed Women; *Employment Opportunities; Employment Practices; *Employment Projections; Influences; Job Simplification; Obsolescence; Office Occupations; Organizational Communication; *Technological Advancement

The potential employment impact of office automation is the topic of the study described in this book. The study reviews trends in clerical employment over the last 30 years in a search for evidence of the impact of changes in process technology on clerical employment levels. Specifically, it examines clerical employment trends from 1950 to 1980 and from 1972 to 1982 in order to understand the clerical employment impacts of technological change during the first computer revolution of the 1960s and 1970s. This understanding is used as a basis for assessing the likelihood of significant technological displacement among current clerical workers accompanying the new microprocessor-based office technologies of the 1980s. The study produced no persuasive evidence of a significant decline in clerical jobs as a result of automation. Forecasts of declining clerical employment, the study concluded, are based on overoptimistic expectations of technological improvements or exaggerated productivity claims on behalf of existing technology. The study did forecast, however, that clerical employment will not increase significantly, and that the more routine, "back office" jobs will be the first to be eliminated by computers. (KC)

ED 277 943 CG 019 625

Hennessey, Stephen M.
Diagnostic Accuracy and Reliability as a Function of Educational Attainment in Psychology.
PUB DATE- 82
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Clinical Diagnosis; *Competence; Doctoral Degrees; *Educational Attainment; Graduate Students; Higher Education; Masters Degrees; Psychologists; *Psychology; Undergraduate Students
IDENTIFIERS- *Diagnostic Statistical Manual of Mental Disorders

A study was conducted to investigate the relationship between educational attainment in psychology and diagnostic competence with the Diagnostic and Statistical Manual of Mental Disorders (DSM) II and III systems. Five subject groups served to define the variable of educational attainment in psychology: (1) 33 introductory undergraduate psychology students; (2) 29 advanced undergraduate psychology students; (3) 30 first year graduate psychology students; (4) 28 fourth year graduate psychology students; and (5) 30 licensed doctoral level psychologists. The licensed psychologists were also compared to a group of 29 unlicensed master's level psychologists to determine the relationship between advanced training in psychology and diagnostic accuracy. Subjects based their diagnoses upon a videotape of seven diagnostic interviews. A significant relationship was found between educational attainment in psychology and both DSM-II accuracy ($p<.001$) and DSM-III accuracy ($p<.001$). A linear relationship was also found between educational attainment in psychology and diagnostic reliability with the DSM-II and DSM-III systems. When licensed psychologists were compared to master's level psychologists, licensed psychologists exhibited significantly greater accuracy in identifying the DSM-II condition of "manic depressive illness, manic." Licensed psychologists also obtained a higher level of reliability on the DSM-II and DSM-III than did master's level psychologists. These results support the validity of educational attainment in psychology as a licensing criterion. (Author/NB)

Friedman, Sheila
"The Mozart of Psychology": "Mind in Society" by L. S. Vygotsky: Implications for Improving Literacy.
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beginning Reading; *Child Development; Child Language; Child Psychology; Communication Skills; Developmental Psychology; Developmental Stages; Imagination; Language Acquisition; *Learning Processes; *Learning Theories; Play; Pretend Play; Reading Research; Research Needs; *Social Cognition; Social Development; Speech Communication; *Teacher Student Relationship; *Theory Practice Relationship; Verbal Development; Writing Skills
IDENTIFIERS- *Vygotsky (Lev S)

L. S. Vygotsky's book "Mind in Society" was published more than 50 years ago in Russia, but it is now being recognized as relevant to contemporary research in child development because of the areas of investigation that he suggested. Vygotsky views children as active participants in their own learning and suggests that researchers analyze processes, reveal causes, reconstruct points of development, and study responses to teaching. He sees the developmental process as lagging behind the learning process; therefore, it should be the concern of research to show how external information becomes internalized. Vygotsky also examines the link between play and socialization. For him, imagination is play without action, but in play the rules are determined by the child's ideas, not by the object. He also finds connections between play and language development. While developing speech, children free themselves from immediate environmental constraints. They can plan, order, and control themselves and others. Speech organizes and unifies disparate aspects of behavior, such as perception, memory, and problem solving. "Writing," which follows next, "must be relevant to life," insists Vygotsky. By helping children "write" through making marks and pictures in kindergarten, allowing them gradually to develop skill and also maintain enthusiasm because they find their writing efforts relevant, educators could improve literacy substantially. (NKA)

Purdy, Michael

Contributions of Philosophical Hermeneutics to Listening Research.

PUB DATE- 13 Mar 86
NOTE- 11p.; Paper presented at the Annual Meeting of the International Listening Association (San Diego, CA, March 13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Epistemology; Language Processing; *Listening; Listening Comprehension; Perception; *Phenomenology; Philosophy; Speech Communication
IDENTIFIERS- Discourse; *Hermeneutics; Listening Research

Western philosophy has not had much to say about listening or receptive communication until fairly recently, and listening research has tended either to follow the trends of the speech communication field or to be directed by speech science or the pragmatics of the working world. A study examines the process of understanding and interpretation presented in the area of hermeneutics and interprets it for researchers of listening. The twentieth-century hermeneutic and phenomenological philosophers, Schleiermacher, Dilthey, Heidegger, Ricoeur, and Gadamer are scrutinized for their contributions to listening research and for indications of paths to follow in future investigations. Listening, the receptive dimension of discourse, is generally a "place" of primary mediation between conversants in discourse; the listener participates in the mediation of meaning--and hence of the situation. The listener metaphorically sits at the doorway between self and other, aware of and creating both worlds. Thus, the concept of a productive listening process is derived from hermeneutics. Research should look at communications in terms of what happens in the interpretive process, how linguistic meaning is shaped, and what this tells us of human actors. (NKA)

ED 278 069 CS 505 479

Weaver, Richard L., II; Cotrell, Howard W.

Imaging as Intrapersonal Communication: A Conceptualization.

PUB DATE- Jun 86
NOTE- 31p.; Paper presented at the Annual Meeting of the American Association for the Study of Mental Imagery (8th, Chicago, IL, June 19-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Creative Thinking; *Eidetic Imagery; Identification (Psychology); *Imagination; Individual Psychology; *Interpersonal Communication; Personality; *Role Playing; Self Actualization; *Self Concept; Visualization
IDENTIFIERS- *Imaging; *Intrapersonal Communication

Imaging is creating a material picture in the mind that a person can scan as he or she would scan a real current event in the environment. The concept of imaging offers a way of explaining intrapersonal communication, the process of talking to oneself. Imaging also offers a useful way of looking at the role of language in intrapersonal communication, especially as language functions to make meaning. Intrapersonal communication often involves creating a homunculus, or "little man," with whom one can communicate about oneself. A homunculus becomes imaging as one pictures the self as an object to be perceived. Related to imaging a homunculus would be imaging the "internal advisor" and imaging the "other." Dreams, fantasies, and free associations are also related to imaging. Dreams are a form of intrapersonal communication that offer a resource for personal expression, mental rehearsal, and active communication. Imaging is a collection of abilities including the ability to use words to stimulate images, view the self objectively, create internal advisors, create "others," or dream. Imaging can be a means of enhancing self-awareness, and offers a possible, practical means for conceptualizing intrapersonal communication. Eighty footnotes are listed. (SRT)

ED 278 082 CS 505 498

Hacker, Kenneth L.; And Others

Organizational Culture and the Design of Computer-Mediated Communication Systems: Issues for Organizational Communication Research.

PUB DATE- Nov 86

NOTE- 33p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Electronic Equipment; Human Factors Engineering; *Information Networks; Information Systems; Interpersonal Communication; Man Machine Systems; *Organizational Climate; *Organizational Communication; Social Networks; *Subcultures; Teleconferencing; Work Environment

IDENTIFIERS- *Computer Mediated Communication Systems

The study of computer mediated communication (CMC) systems in organizations is necessary for a complete examination and explanation of organizational culture and communication. Research has shown that the effects of CMC systems have been both positive and negative. Positively, they have helped to augment oral communication. Negatively, they have had a detrimental impact on organizational communication structures. For example, some studies have shown that these technologies have bureaucratized organizational structure and shifted power to those who control computer resources. The importance of CMC is not so much its impact on information processing but its impact on the structure of organizations. Organizational researchers should examine how CMC systems become paralleled, integrated, opposed, or useful to the larger organization culture. Also, they should analyze how individuals interact with CMC machines and networks to define their role. Effective planning of organizations today requires strategic management of: (1) the role of communication technology in the evolution of the organization's culture, (2) the interaction between technology and human communication factors, and (3) the emergence of techno-cultures that may subvert the primary missions of the organization. Organizational communication scholars and consultants need to study the cultural dimensions of CMC systems before making prescriptive recommendations to organizations. (SRT)

Assistant Chef Program. Curriculum Outline, Orientation, Safety and Sanitation.

Saint Augustine Coll., Chicago, IL.
PUB DATE- 85
NOTE- 39p.; For a related document, see CE 045 619.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Vocational Education; Bilingual Education; *Cooks; Curriculum; English (Second Language); Fire Protection; *Food Service; Glossaries; Job Skills; *Occupational Home Economics; Occupational Safety and Health; Postsecondary Education; *Safety; *Sanitation; Second Language Instruction; Spanish Speaking; Vocabulary; Vocational Education; *Vocational English (Second Language)
IDENTIFIERS- Occupational Safety and Health Act 1970

Instructor materials are provided for an assistant chef program intended for English as a second language (ESL) or bilingual (Spanish speaking) students. A curriculum outline includes a listing of the tasks to be mastered in the program. Other contents include key terms from the production and service area of food service in the areas of orientation, safety, and equipment. Lists of the terms in English and lists of the English terms with Spanish definitions are provided. Informational materials (written in Spanish) are presented on these topics in the area of safety and sanitation: Prevencion de Fuegos (Fire prevention), Occupational Safety and Health Act (bilingual English and Spanish), Sanidad (sanitation), and Germes y Bacterias (germs and bacteria). (YLB)

ED 277 914 CG 019 596

Kirby, Alan F., Ed.; Woodard, Dudley, Ed.
Career Perspectives in Student Affairs. Monograph Series, Volume 1.
National Association of Student Personnel Administrators, Inc.
REPORT NO.- ISBN-0-931654-01-7
PUB DATE- Jan 84
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Administration; *Career Choice; *Career Development; College Programs; Higher Education; *Middle Management; Occupational Aspiration; *Professional Occupations; *Student Personnel Services; Student Personnel Workers; Student Welfare; Vocational Interests

A discussion among student personnel administrators of how they had come to careers in student affairs, of the complexities of making choices for personal and professional development, and of advice they wished they had received from, or would like to give to, others in the field led to the development of this monograph. Articles include: (1) "Careers in Student Affairs: An Introduction" (Arthur Sandeen); (2) "Preparing for Student Personnel in the 1980s" (Robert H. Shaffer); (3) "The New Professional" (Alan F. Kirby); (4) "The Middle Management Professional" (Orcilia Z. Forbes); (5) "Thoughts on Career Advancement" (Edward E. Birch); (6) "Once Upon a Time in the West: One Woman's Path to the Vice-Presidency" (Peggy Elder); and (7) "Summary Thoughts and a Look to the Future" (Lelia Moore). The articles deal with the past, present, and future of the student personnel profession and the profession's central role in higher education. Specific suggestions are given on what the field needs now and will need in the future from its practitioners in the way of skills, a knowledge base, and attitude toward change. A selected bibliography is included. (NB)

ED 277 958 CG 019 640

Brown, Jean; And Others
Sexuality Education: A Curriculum for Parent/Child Programs.
Family Guidance Center, St. Joseph, MO.; Mathtech, Inc., Arlington, VA.
SPONS. AGENCY- Center for Population Options, Washington, DC.; Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 84
NOTE- 214p.; For the complete report, see CG 019 636-642.
AVAILABLE FROM- Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Curriculum Guides; *Intergenerational Programs; Parent Child Relationship; *Parent Education; *Preadolescents; *Sex Education; Sexuality; Teaching Guides

This document is the fourth volume of a six-volume report on sexuality education. The curriculum described here is a revised and expanded version of the curriculum "Parent-Child Sex Education: A Training Module" (Brown, et al., 1978) and is based primarily on the experiences and evaluation of the Family Guidance Center's (FGC) work in St. Joseph, Missouri. The curriculum is designed for educators interested in replicating the FGC model. An introduction highlights important features of using the curriculum by describing the FGC approach to family sexuality education, the organization of the curriculum, important considerations for selecting the style of the course, and practical suggestions for implementing and evaluating courses using the curriculum. Suggested course outlines are provided for mothers/daughters aged 9-12, fathers/sons aged 9-12, mothers/adolescent daughters, and fathers/adolescent sons. The curriculum includes several units: (1) Introduction to Course; (2) Anatomy, Physiology, and Maturation; (3) Gender Roles; (4) Sexually Transmitted Diseases; (4) Reproduction; (5) Adolescent Sexuality; (6) Birth Control; (7) Parenting; and (8) Review. Each unit contains several activities, and, where appropriate, lecture notes and handouts. Lists of resources and a set of knowledge, attitude, and course evaluation questionnaires are appended. (NB)

ED 277 986 CS 008 634

Hawk, Jane Ward; Lester, Virda K.
Young Adult Literature in Developmental Reading Classes.
PUB DATE- Nov 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Southeastern Regional Conference of the International Reading Association (11th, Nashville, TN, November 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Literature; Cognitive Development; Curriculum Enrichment; *Literature Appreciation; Paperback Books; Reader Response; Reading Comprehension; *Reading Instruction; Reading Skills; Reading Strategies; Remedial Reading; Secondary Education

One of the most effective means of achieving a successful program in reading is the use of the young adult novel to stimulate the adolescent's interest in free reading or even to instill an interest where there is none. A novel which provides pleasurable reading experiences with interesting material at the proper level (such as novels by Judy Blume. S. E. Hinton, and Robert Cormier) can serve as a bridge to adult literature and can increase adolescents' confidence while strengthening their ability to deal with literary concepts. A plan to develop reading skills should consist of a one-semester course divided into units of five and three weeks. After the first five-week unit the students should be able to demonstrate an understanding of a study system as well as an understanding of the meaning of words and word parts. After the first three-week unit the student should begin to be able to use the young adult novel to apply previously learned concepts and skills. The second five-week unit should enable the students to demonstrate an understanding of basic reading skills, and the second three-week unit should enable them to use the young adult novel to apply all previously learned concepts and skills. (NKA)

ED 278 013 CS 210 186

Rosen, Lois M.; Wright, Marian E.
Supporting the Process of Change: It Takes More Than a Workshop or Two.
PUB DATE- 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; Classroom Research; Classroom Techniques; College School Cooperation; Creative Writing; *Curriculum Development; Diaries; Elementary Education; Middle Schools; Revision (Written Composition); Skill Development; Student Publications; Student Writing Models; Teacher Student Relationship; Theory Practice Relationship; Writing Evaluation; Writing Improvement; *Writing Instruction; *Writing Processes
IDENTIFIERS- Free Writing; Teacher Writing; *Writing Attitudes; Writing Workshops

The Flind Middle Schools Writing Inservice Project grew out of the conviction that improving students' writing was a matter not of increased emphasis on sentence structure, grammar, or form, but rather of a change in the thinking about how writing should be taught. The project grew from a brief conference to a two-year commitment on the part of leaders (a University of Michigan faculty member and a Flint Community Schools staff consultant), teachers, and students. In after school workshops teachers were asked to adopt a writing process model that moved students through a full gamut of steps and stages in composing. Project leaders visited all the classrooms involved, not to evaluate, but to interact with students and teachers when the students were involved in writing and to offer individual help. Each workshop focused on a different phase of the writing process (creating the accepting environment, drafting, revision, etc.), and teachers discussed their successes and problems, worked on their own writing, and collected notes. In the second year modeling techniques were used extensively in the classroom, and there was more peer feedback about revision and editing, as well as publication of student writing. The project was a success, probably because of the university/school district collaboration and the workshop/classroom visit structure. (NKA)

ED 278 095 EA 019 081

Tanner, Daniel; Tanner, Laurel
Supervision in Education: Problems and Practices.
REPORT NO.- ISBN-0-02-418950-2
PUB DATE- 87
NOTE- 565p.
AVAILABLE FROM- Macmillan Publishing Company, 866 Third Avenue, New York, NY 10022.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- *Administrative Organization; *Developmental Programs; Elementary Secondary Education; *Leadership; *Problem Solving; Professional Development; *School Supervision; *Supervision; Supervisors; Teacher Effectiveness; *Teacher Supervision
IDENTIFIERS- Clinical Supervision

While supervision is recognized as a crucial aspect of organized education, it has received less attention than it deserves. This book treats educational supervision as a cooperative problem-solving process, rather than an aversive inspection for staff deficiencies. Part I describes benefits of the developmental approach. Part II focuses on the administrative organization of supervision and supervisory roles and functions. The importance of a functional, organic organizational format is stressed, since mechanistic, hierarchical structures impede communication and discourage a team approach to confronting and resolving emergent problems. Also examined are material support for teachers, democratic leadership roles for administrators, and conflicting purposes of supervision. Part III explores supervision in relation to school climate, conflicting models, teacher effectiveness, and common classroom problems. A participative, democratic system is the most desirable. Part IV examines forces for educational improvement as a response to wider sociopolitical influences. Schools are urged to adopt a "generative-creative" operating model instead of functioning at an "imitative-maintenance" level of knowledgeability. Part V addresses curriculum supervision issues, while Part VI focuses on staff development and school improvement. Each chapter contains questions, notes, and selected references. The book also has name and subject indexes. (MLH)

ED 278 135 EA 019 133

Students' Rights and Responsibilities Handbook. 1986 Edition.
California State Dept. of Education, Sacramento.
PUB DATE- 86
NOTE- 31p.; Third edition.
AVAILABLE FROM- Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($2.75 prepaid or P.O.; California residents add sales tax).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; *Civil Liberties; *Civil Rights; Compulsory Education; Constitutional Law; Court Litigation; Discipline; Disclosure; Elementary Secondary Education; Fees; Legal Responsibility; *Public Schools; School Districts; School Law; Sex Discrimination; State Legislation; Student Behavior; Student Records; *Student Responsibility; *Student Rights; *Student School Relationship
IDENTIFIERS- *California

This handbook informs the reader of the provisions of the constitutions and statutes of California and the United States as they are interpreted by the courts to affect the rights and responsibilities of public school students. The first of the handbook's seven sections reviews the constitutional rights of students, their right and their duty to attend school, their right to an education, and their basic responsibilities. Section 2 concerns discipline, transfers to continuation schools, corporal punishment, student appearance codes, and smoking regulations. The third section focuses on proficiency standards, independent study, physical education options, special programs, married or pregnant students, and the exclusion of students from school. The topics of section 4 are refusal to salute the flag, student involvement in school affairs, student representation on district governing boards, and students' freedoms of expression, religion, and association. Section 5 examines the legalities of searches and seizures and considers the presence of law enforcement officers in schools. The sixth section discusses the levying or requiring of fees, deposits, and other charges, and reviews the prohibitions against sex discrimination. Section 7 covers parents' and guardians' rights to be informed of district policies affecting their children and to obtain access to their childrens' records. (PGD)

ED 278 149   EA 019 148

Elmore, Richard F.
Choice in Public Education. CPRE Joint Note Series.
Center for Policy Research in Education.; Rand Corp., Santa Monica, Calif.; Rutgers, The State Univ., New Brunswick, NJ. Eagleton Inst. of Politics.; Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- RAND/JNE-01
PUB DATE- Dec 86
NOTE- 49p.
GRANT- OERI-6-86-0011
AVAILABLE FROM- Publications Department, The RAND Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406 (Order No. RAND/JNE-01; $4.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Administrative Policy; Attendance; Course Content; Course Selection (Students); Curriculum Development; Decision Making; Educational Change; Educational Finance; *Educational Policy; Elementary Secondary Education; Family School Relationship; *Organizational Change; Organizational Effectiveness; *Public Schools; *School Choice; School Effectiveness; *School Organization; Teacher Selection; Transfer Policy

The current debate on educational choice concerns whether locally centralized school systems of the kind that predominate in the public school sector are responsive to and can accommodate the diversity of educational consumers' preferences. Section I analyzes policy options and illustrates how policymakers, by examining a range of solutions to the problem of school organization, can alter the relationship between clients and providers. Section II, focusing on the problem of accommodating diversity in locally centralized systems, presents (1) the case for choices, (2) the range of choices within the existing system, and (3) the collective consequences of individual choices. Section III discusses the various options available to policymakers and suggests some ways in which the major elements of school organization can be brought together differently to change the relationship between clients and providers. This section also discusses how alterations in finance, attendance, staffing, and content policies can change the form of a school organization and the relationship between consumers and providers of education. Finally, section IV, addressing the question of whether policymakers should experiment with choice, presents both reasons for and cautions about such experimenting. Appended are 44 references. (WTH)

ED 278 175 EA 019 180

Phay, Robert E.
Nonreappointment, Dismissal, and Reduction in Force of Teachers and Administrators: Proposed Board Policies.
North Carolina Univ., Chapel Hill. Institute of Government.
PUB DATE- 82
NOTE- 72p.
AVAILABLE FROM- Publication Sales, Institute of Government, University of North Carolina at Chapel Hill, Knapp Building 059A, Chapel Hill, NC 27514 ($6.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrators; *Board of Education Policy; *Dismissal (Personnel); Elementary Secondary Education; Employment Practices; *Personnel Policy; Reduction in Force; School Districts; Teacher Dismissal; Teacher Employment
IDENTIFIERS- North Carolina

This monograph is a revision of an earlier edition designed to help school boards handle terminations of employment while reducing the likelihood of litigation arising from terminations. The former set of five procedural codes have been updated, modified, and added to. This edition contains six model procedural codes on which school boards can base policies covering (1) nonrenewal of probationary teachers' contracts; (2) grounds for dismissal of teachers; (3) teacher dismissal procedures; (4) reductions in force caused by enrollment decline, financial exigency, or program changes; (5) dismissal of a superintendent with a contract for a specified term; and (6) dismissal of assistant or associate superintendents with contracts for specified terms. Each code is made up of sections, each of which is followed by comments explaining or clarifying the section's intent. To serve as a practical model, the code is supplied with some optional sections and optional phrases within sections to provide alternatives for the policy-maker. The codes themselves are written with the statutory requirements of North Carolina in mind, and readers are urged to review their own state laws and regulations to determine revisions that will need to be made for their locations. Appendixes provide forms to be used in conjunction with the codes in dismissal or nonrenewal proceedings. (PGD)

ED 277 847 CE 046 070

Pathways to Employment. Strategies for Assisting Hard-to-Employ People.

Vera Inst. of Justice, New York, N.Y.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- 80
NOTE- 44p.
AVAILABLE FROM- Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advisory Committees; *Career Counseling; *Counseling Techniques; *Employment Counselors; *Employment Services; Financial Support; *High Risk Persons; Job Development; Needs Assessment; Outreach Programs; Postsecondary Education; Program Development; Program Evaluation; Program Implementation; *Special Programs; Staff Development; Supervisory Training; Transitional Programs; Unemployment

This guide explains how to establish a program of supported work that can be used to enable hard-to-employ individuals (including disabled persons, ex-offenders, and rehabilitated drug and alcohol abusers) to obtain and retain jobs. The program described is based on the following five concepts: real job assignments, graduated stress, sympathetic yet firm supervision, regular evaluation and feedback, and opportunities for peer support. The guide is divided into sections addressing the following topics: the main elements of the program, needs assessment, advisory committees (establishing a network of colleagues), program funding, outreach and intake (introducing the program to referral agencies and interviewing applicants), program staffing considerations, job development (finding training sites and arranging for competetive employment), supervisor orientation (acquainting supervisors with the program and ascertaining their needs), methods of counseling trainees, disciplinary procedures (handling serious work-related problems that have resisted counseling), ancillary services (providing referrals for trainees with additional needs), follow-up (offering gradually reduced supports to former trainees), and the importance of staying on top of a program. (MN)

ED 277 859 CE 046 097

Collins, Michael
Philosophy and the Role of the Adult Educator.
PUB DATE- Oct 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Hollywood, FL, October 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Learning; Critical Thinking; Educational Philosophy; *Existentialism; *Phenomenology; *Philosophy; Postsecondary Education; *Psycholinguistics; Teaching Methods
IDENTIFIERS- *Hermeneutics

This article addresses major philosophical orientations and shows how they have practical import for practitioners of adult education. The philosophical approaches presented are conceptual (linguistic) analysis, phenomenology, hermeneutics, critical theory, and existentialism. References are made to selected works by writers in adult education who adopt one of these orientations. The article proposes that any one of these philosophical approaches obliges the adult educator to question theories implying that the deployment of the right techniques or prescriptive formulations for curriculum and for needs assessments, and so on, somehow guarantees that adult learners will become more literate or more competent at an occupation. The adult educator's challenging role in helping to enhance some dimension of human competence in today's society, according to the article, calls for the kind of critical thought and analytical orientations associated with the philosophical approaches identified in this essay. (KC)

ED 277 886 CE 046 156

Miller, Nod
Whatever Happened to the T-Group? or Issues in the Politics of Experiential Learning.
PUB DATE- May 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Developed Nations; *Experiential Learning; Foreign Countries; Group Dynamics; *Interpersonal Competence; Laboratory Training; *Sensitivity Training; *Social Problems; *Sociology
IDENTIFIERS- *Mini Economy; *T Groups; United Kingdom

In recent years there has been some evidence of a resurgence of interest in experiential groupwork methods such as T-groups among cooperative and community development workers, feminists, and those concerned with heightening sensitivity to social problems. Two adult educators who believed that experiential laboratory methods can enable students to develop their sociological imagination and to understand some of the relations between their personal history and the social structure within which they operate. They constructed an economic model of interpersonal behavior and applied it in the development of training designs for use with large groups. In so doing they adapted methods experienced in T-group laboratories and used a variety of action research techniques. One event was the Mini-Economy. This 3-day residential event used an experiential approach to explore the way in which interpersonal behavior is affected by economic structures, by creating an economic system in microcosm. Participants paid a fee according to real-life income; daily allowances corresponded to fees. The community was, therefore, faced with the problem of individuals with widely disparate resources and in the course of the event participants ran the gamut of historical social change in the attempt to set up new and workable economic systems. Participants from a wide variety of backgrounds felt that the insights they gained were of relevance to their everyday lives and results seemed to support the potential for exploring economic and social issues in group relations laboratory methods. (YLB)

ED 277 900 CE 046 194

Davis, Jean Cary; Dickens, Ben
Supplemental Services for Special Needs Students in Vocational Education Programs: Guidelines for Implementation under the Provisions of the Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524).
West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
PUB DATE- Jul 86
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Counseling; Career Exploration; Correctional Education; Counseling Techniques; *Disabilities; *Disadvantaged; Educational Legislation; *Federal Legislation; Followup Studies; Job Placement; Parent Teacher Cooperation; Prevocational Education; *Program Implementation; School Counseling; Secondary Education; *Special Programs; Student Evaluation; Student Placement; Teacher Role; Transitional Programs; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; Special Needs Students

This guide is intended to assist instructors and administrators in improving the vocational education of special needs students by providing supplemental services that have been authorized by the Carl D. Perkins Vocational Education Act of 1984. Discussed in a section on the implications of the act for disadvantaged and handicapped students are the law's vocational and prevocational mandates, vocational assessment, supplemental services, and identification of students. The second section covers in-class, out-of-class, and out-of-school instructional supportive services from the standpoint of the vocational instructor's role in providing supplemental services. Career awareness/prevocational counseling and exploration, vocational counseling, and parent-teacher contact are covered in a section on guidance counseling and career development. The fourth section, which deals with transitional services, outlines procedures for identification of job opportunities, job placement, and student followup. Concluding the guide is a section on corrective and other supplemental services. An appendix contains a brief bibliography of suggested sources of written and audiovisual materials and a sample listing of out-of-school support agencies. (MN)

ED 277 928 CG 019 610

Piper, Terry D.; Stroud, Frances C.

Intellectual Competence as Reflected by Academic Skill Assessment: A Preliminary Study.

PUB DATE- 11 Apr 86
NOTE- 35p.; Paper presented at the Annual Meeting of the American College Personnel Association (New Orleans, LA, April 9-12, 1986). Six graphs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Developmental Stages; *Dormitories; Educational Environment; Higher Education; Intellectual Development; Self Concept; *Student Improvement; *Study Skills

A study of college students was conducted to identify academic skill areas in which students were deficient. Dormitory residents were surveyed by questionnaire in the fall post-midterm (N=300), fall pre-final (N=210), winter (N=261), and spring (N=128). The questionnaire measured factors of distractability, concentration, self-concept, difficulty identifying important material, and feeling of time pressure. Results showed students had some difficulties on all academic factors. No consistent pattern of students' improving their academic skills over time was shown, either from term to term or from freshman through senior years. A complex interaction between the developmental level of students and the residence hall environment was suggested by significant interaction effects between the hall variable and other variables. This supports a need for hall staff to design interventions which promote skill development of students and provide an environment which supports academic growth. Further research needs to examine the nature of the interaction between the student and the environment. (The questionnaire and survey data tables are included). (ABL)

ED 278 000 CS 008 665

Palincsar, Annemarie Sullivan
Interactive Cognition to Promote Listening Comprehension.
PUB DATE- Apr 86
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). The document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Creative Teaching; Feedback; Grade 1; *Instructional Effectiveness; *Instructional Innovation; *Learning Strategies; *Listening Comprehension; Listening Skills; Primary Education; Problem Solving; Reading Comprehension; *Reading Research; Reinforcement; Teacher Effectiveness; Teacher Response; Teacher Role; Teacher Student Relationship; Teaching Models; Teaching Skills; Teaching Styles; Theory Practice Relationship
IDENTIFIERS- *Interactive Learning Process Model; Reciprocal Teaching; *Scaffolding

A study examined whether scaffolding (the interaction that emerges when novices and experts work cooperatively) can be extended if the scaffolding model for facilitating problem-solving instruction is imposed. Eight teachers were instructed and coached in the use of scaffolding to teach first graders listening comprehension skills. When a group of eight teachers was introduced to reciprocal teaching (teaching in which there is a dialog between teacher and students as well as among students, and in which students take turns assuming the role of teacher) within the scaffolded instruction framework (all having received the same preparation), they varied considerably in the manner in which they applied their skills. Each teacher read expository passages to her students (six per group) that were written at a third grade level. Two sample sets of dialogue are given; what distinguishes the two examples is that one teacher supported the students at a "word level" while the other supported them at an "idea level." An examination of the transcripts of the classes also showed that some teachers relied more on instructional statements, others on prompting statements, still others on reinforcing statements. These statements were evaluated against the contributions of the students to elicit an instructional profile. (Copies of dialogues and tables of data are included.) (NKA)

ED 278 027 CS 210 239

Woolever, Kristin R.
The Dramatic Elements of Legal Writing: The Role of Audience.
PUB DATE- Mar 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; Communication Skills; Connected Discourse; Context Clues; *Discourse Analysis; Expository Writing; Expressive Language; Language Skills; Language Usage; Law Students; *Lawyers; *Persuasive Discourse; Receptive Language; Rhetorical Invention; *Technical Writing; *Writing Skills
IDENTIFIERS- Legal Vocabulary; *Legal Writing

The entire process of legal writing would be shorter and more effective if writers would give as much attention to the politics of the rhetorical situation as they do to legal research. To do that requires the following considerations: (1) understanding the three dramatic elements in the rhetorical situation (audience, purpose, tone); (2) recognizing how these elements apply to the four major categories of legal writing (investigative questioning, objective reporting, analyzing, and persuading); and (3) determining exactly who the audience for each document will be. Each audience--client, opposing attorney, judge, and courts--requires a different approach for effective communication. Communication would occur more regularly if lawyers would ask themselves some pertinent questions before they begin to write: What does this document need to do? What does the audience need from this document? and Does the document directly meet these two needs? (To exemplify what a difference the rhetorical situation makes in the organization and language chosen, two sample factual accounts, one from an office memo and the other from a trial brief, are included and analyzed.) (NKA)

ED 278 109   EA 019 106

Leatt, Desmond J.
Schools against Drugs: The Impact Program at Newberg School District.
Oregon School Study Council, Eugene.
PUB DATE- Jan 87
NOTE- 36p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00 prepaid; $1.50 shipping and handling will be added on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Alcohol Education; Community Support; *Drug Abuse; Drug Addiction; *Drug Education; Elementary Secondary Education; *Intervention; *Prevention; School Districts; Student Behavior; Team Training
IDENTIFIERS- *Newberg School District OR; *Substance Abuse

In 1984 the Newberg (Oregon) School District began its Impact Program for limiting substance abuse. The program's primary purposes are to raise awareness, disseminate information, intervene when chemicals seem to be hampering success in school, refer users to treatment centers, and provide support for those returning after treatment. This report's first chapter describes the program's origin in training provided by a Portland (Oregon) hospital. Based on the premise that addiction is a treatable disease that follows a predictable pattern, the training was first offered to teachers, counselors, administrators, board members, police liaison officers, parents, and church leaders. These trainees then provided workshops and inservice programs for others. Once trained, the team members intervene in the lives of students suspected of drug abuse. Chapter 2 describes how substance abusers are identified, referred for treatment, treated, and returned to school. The third chapter describes the objectives of the Impact Program's substance abuse prevention component and its place in the district curriculum. The fourth chapter explains community involvement in the program. Appendices provide the student referral form used, a scope and sequence chart for substance abuse prevention curricula from kindergarten through the fifth grade, and a 1986 flyer describing the program. (PGD)

ED 278 162 EA 019 163

West, Philip T.
Educational Public Relations.
REPORT NO.- ISBN-0-8039-2038-5
PUB DATE- 85
NOTE- 288p.
AVAILABLE FROM- Sage Publications, Inc., 2111 West Hillcrest Drive, Newbury Park, CA 91320 ($25.00; quantity discounts are negotiable--contact Director of Marketing).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Books (010)
DESCRIPTORS- Community Role; Elementary Secondary Education; Politics of Education; Program Implementation; *Public Relations; *School Community Relationship; Staff Role; Technological Advancement

The first quarter of this textbook on public relations in the public school setting reviews the topic and informs educators about the potential public relations problems and opportunities that could face them in the foreseeable future. An introduction and four chapters cover (1) the history of public relations; (2) the elements of public relations, including human relations and communication; (3) the effects of technological advancement on public relations; and (4) the present and future roles of the educational public relations specialist. An array of strategies for initiating, implementing, and evaluating the public relations program is provided in the second quarter of the text. These five chapters focus on (1) the purpose of public relations; (2) planning the public relations program; (3) the roles of members of the school community; (4) the roles of members of the external community; and (5) the political ramifications of the public relations program. The third quarter of the text consists of one chapter that lists 10 principles of public relations and identifies practices that manifest these principles. The final quarter of the text provides practice in analyzing and responding to public relations problems. Eleven pages of references conclude the text. (PGD)

ED 278 189   EC 191 734

Leichenko, Stuart; And Others
The ICD Survey of Disabled Americans: Bringing Disabled Americans into the Mainstream. A Nationwide Survey of 1,000 Disabled People. Study No. 854009.
Harris (Louis) and Associates, Inc., New York, N.Y.
SPONS. AGENCY- International Center for the Disabled, New York, NY.; National Council on the Handicapped, Washington, DC.
PUB DATE- Mar 86
NOTE- 209p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Attitudes; Demography; *Disabilities; *Employment; Financial Support; Government Role; *Life Style; *National Surveys; *Public Opinion; *Quality of Life; Social Discrimination; Social Life; Young Adults

A nationwide telephone survey of 1000 non-institutionalized disabled Americans aged 16 and over was conducted to examine the impact of disability on the quality of respondents' lives--their work, social life, daily activities, education, and personal life, as well as to identify barriers to their inclusion in the American mainstream. Major findings of the survey include the following: an overwhelming majority of disabled Americans believe that life has improved for disabled people in the last decade; disabled Americans strongly endorse federal government efforts to give better opportunities to disabled people; disabled Americans are much poorer than non-disabled Americans; two-thirds of all disabled Americans surveyed are not working; the majority of those not working must depend on insurance payments or government benefits for support; and twenty-five percent of working-age disabled persons say that they have encountered job discrimination because of their disability. In addition, signs of an emerging group consciousness among disabled persons were also noted. Individual chapters provide detailed analyses of survey results concerned with the nature and severity of disability, perceptions of change, what it means to be disabled, the working and non-working disabled, barriers to entering the mainstream, benefits and who gets them, benefits and public policy, and disabled Americans as an underprivileged group. Appended are a detailed description of the study methodology and the complete questionnaire. (DB)

ED 277 819 CE 045 703

Bilingual Vocational Training Program for Chinese Chefs.
China Inst. in America, New York, NY.
PUB DATE- 84
NOTE- 79p.
LANGUAGE- English; Chinese
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Bilingual Education Programs; Bilingual Instructional Materials; *Chinese; *Cooking Instruction; *Cooks; *English (Second Language); *Job Training; Limited English Speaking; Second Language Instruction; Vocational Education; Vocational English (Second Language); Work Experience Programs

This document contains materials that can be used by instructors in an English-as-a-second-language course for Chinese kitchen workers or chefs. The materials consist of lessons on various topics that occur in the everyday life of Chinese chefs. Topics include: English names for Chinese dishes; phrases to employ when meeting people and when using the subway or visting the bank, the post office, and the supermarket; kitchen instructions and safety in the kitchen; conversation; time expressions; and a cooking test. Each topic contains practice sentences in English with Chinese translations, vocabulary, and sentence structure tips. Midterms and final tests are included. Other information for teachers includes letters and other materials needed to supervise students in field practice, information forms, graduate followup materials, and a newsletter. (KC)

ED 277 873 CE 046 136

Promotion of Cooperation amongst Research and Development Organizations in the Field of Vocational Training. Working Meeting Papers (Berlin, West Germany, May 20-21, 1985).

European Centre for the Development of Vocational Training, Berlin (West Germany).

REPORT NO.- ISBN-92-825-6570-X
PUB DATE- 86
NOTE- 188p.
AVAILABLE FROM- European Community Information Service, 2100 M Street, NW, Suite 707, Washington, DC 20037 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Development; Educational Research; *Information Technology; Job Skills; Needs Assessment; *Research and Development; *Research and Development Centers; *Research Needs; *Technological Advancement; *Vocational Education

The 10 short presentations contained in this document were given by representatives of vocational training research and development organizations from 9 of 10 member states of the Eurpoean community and concern the current and future research and development priorities of these organizations. An introduction discusses objectives and highlights the papers and discussions. The papers are "The Federal Institute for Vocational Training and Its Tasks--Federal Republic of Germany," "The Centre for Studies and Research on Qualifications--France," "Introduction to ISFOL and Its Activities--Italy," "Government Sponsored Research into Vocational Training in the United Kingdom," "AnCO's Planning, Research, and Development Strategies--Ireland," "Vocational Training of Adults by the Office National de l'Emploi--Belgium," "The National Manpower Service--RVA--Belgium," "Introduction to PCBB and Its Activities--The Netherlands," "Research Project 'Teaching and Learning'--Utrecht University--The Netherlands," and "Proposals for International Co-operation of Training Research Institutions for Observation of Changes in Qualifications Resulting from Introduction of Information Technologies--BIBB--Germany." A chronological list is also provided of CEDEFOP (European Centre for the Development of Vocational Training) activities in relation to new information technologies and vocational training. (YLB)

ED 277 944 CG 019 626

Gould, Jay; And Others
The Public's Knowledge of and Preferences for the Mental Health Services of Psychologists, Psychiatrists, and Other Helping Professionals.
PUB DATE- 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Attitude Measures; Clergy; Physicians; *Psychiatrists; *Psychological Services; *Psychologists; *Public Opinion; *Social Workers

The issue of the public's ability to differentiate between psychologists and psychiatrists has frequently been raised. A survey was conducted to assess the public's knowledge of and preferences for the mental health services of psychologists, psychiatrists, social workers, clergy, and physicians. The subjects were 136 adults of diverse socioeconomic levels residing in the Long Island, New York area. Subjects completed a questionnaire tapping the public's preferences for psychologists, psychiatrists, social workers, clergy, and physicians with respect to mental health problems varying in severity. Subjects were surveyed regarding the type of professional they would seek out for specific kinds of therapy (adult psychotherapy, child psychotherapy, behavior therapy, marriage counseling) and their understanding of the educational credentials and professional functions of each professional group. The results indicated that psychiatrists were the most preferred of the professional groups for relatively severe mental health problems while psychologists were preferred over psychiatrists for marital therapy, child psychotherapy, and behavior therapy. Psychologists and psychiatrists were equally preferred for adult psychotherapy and for the treatment of anxiety and depression. The mental health services of social workers, clergy, and physicians were less in public demand than were the services of psychologists and psychiatrists. The public exhibited a relatively accurate understanding of the credentials and functions of psychiatrists and psychologists. (Author/NB)

Dombey, Henrietta
A Three-Year-Old Making Sense of Narrative through Conversation.
PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the Annual Meeting of the International Conference on the Teaching of English (4th, Ottawa, Ontario, Canada, May 11-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coherence; Creative Activities; *Discourse Analysis; Enrichment Activities; Foreign Countries; Listening Comprehension; Oral Language; *Parent Child Relationship; Patterned Responses; *Reading Aloud to Others; *Receptive Language; *Story Reading; Toddlers
IDENTIFIERS- *Conversation; Discourse; England; Interactive Reading; *Narrative Text

There is a growing recognition of the way in which instruction can be enriched by engagement with narrative, and teachers can learn much from studying interactions between parents and children where the activity seems unforced and enjoyable and where parent and child seem most in harmony. Such a pair are three-year-old Anna and her mother, who is reading the child a familiar story. An examination of the patterning of the story reading in terms of discourse analysis and narrative structure shows that the 39 conversational utterances (there are only two sentences of printed text in the story) that may appear random or disorderly to the casual observer actually have a coherence within their own physical context. Anna is the one who decides what shall be talked about, but her mother supports Anna's initiatives in a way that shifts the discourse towards the explicitness and formal completeness of written language. As they talk, they are both concerned in realizing the narrative, in actualizing the potential narrative structures and in building a complex, textured and coherent whole. The conversation provides Anna with an external model for the internal conversation with the author that is necessary if she is to make the narrative texts she encounters more firmly her own. A transcript of the audiotape is provided, with a concurrent description of the story's text and illustrations. (NKA)

ED 278 041 CS 210 280

Herrmann, Polly
Newspapers Are for Kids, Too! A Newspaper in Education Handbook for Parents and Eddy Torial Brings Big News for Small People (Fun Activities with the Newspaper for Kids).
Press/Sun-Bulletin, Binghamton, NY.
PUB DATE- 81
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Creative Activities; Educational Games; Elementary Education; *Enrichment Activities; *Learning Activities; *Newspapers; *Parent Child Relationship; *Parent Materials; Parent Participation; *Parent Role; Parent School Relationship
IDENTIFIERS- *Newspaper in Education Program

Focusing on the theory that the newspaper can play an active role in children's education, this handbook shows parents how to use the newspaper to help their children learn and review the many skills needed in today's complex world. It suggests that parents (1) share the responsibility for teaching their children, (2) keep in mind children's strengths and weaknesses and refrain from forcing an activity if they become restless or disinterested, (3) give children plenty of time to browse through the newspaper independently, and (4) encourage children to use their imagination. The activities described in the booklet cover the areas of reading, writing, social studies, mathematics, and science. In addition, an illustrated, smaller booklet titled "Eddy Torial Brings Big News for Small People" suggests to children ways in which they can have fun with the newspaper. (JD)

ED 278 056 CS 505 452

Jyrkiainen, Jyrki, Comp.
City--Way of Life--Social Functions of Mass Communication. Report of the Finnish-Soviet Seminar (4th, Tampere, Finland, May 30-31, 1985). Publications Series B.
Tampere Univ. (Finland). Inst. of Journalism and Mass Communication.
REPORT NO.- ISBN-951-44-1996-0
PUB DATE- 86
NOTE- 84p.; Some of the translations from Finnish were done by David Kivinen.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aesthetic Values; Audience Analysis; Audiences; *Communication Research; Employed Women; Feedback; Foreign Countries; *Information Dissemination; Interpersonal Relationship; *Mass Media; *Mass Media Effects; *Media Research; Public Opinion; Social Attitudes; Social Control; Sociocultural Patterns; Television; Urban Culture; Youth
IDENTIFIERS- Finland; *Soviet Research; Soviet Studies; *USSR

A compilation of papers from a joint Finnish-Russian seminar on problems of communication research, this collection presents diverse opinions and results from researchers and observers in both countries. The titles of the papers and their authors are as follows: (1) "Mass Media in the Soviet Youth's Way of Life," by V. A. Mansurov; (2) "Cultural and Aesthetic Functions of the Mass Media" by V. S. Korobeinikov; (3) "The Study of Consciousness: Some Methodological Problems" by Antti Eskola; (4) "Measuring the Climate of Opinion" by Risto Sankiaho; (5) "Expansion of the Social Functions of Television in a Mature Socialist Society" by E. I. Bashkirova; (6) "Publicity and the Organization of Social Forces: Preliminary Suggestions for a Research Project" by Kauko Pietila; (7) "Realization of Feedback Principle in the Mass Media" by V. D. Voinova; (8) "Urbanization and Women in Wage Employment" by Marja Jarvela; (9) "Growth of Informational Needs of the Soviet Mass Media Audience" by I. V. Ladodo; and (10) "Social Interaction by Means of Mass Media" by E. G. Meshkova. (NKA)

ED 278 070 CS 505 480

Bonaguro, Ellen W.; Pearson, Judy C.

The Relationship between Communicator Style, Argumentativeness, and Gender.

PUB DATE- Nov 86
NOTE- 41p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Androgyny; *Communication Research; Females; Interpersonal Communication; Males; Self Concept; Self Esteem; *Sex Differences; *Sexual Identity; Speech Communication
IDENTIFIERS- Argumentativeness; *Communicator Style

A study determined the relationship between communicator style and argumentativeness and clarified the relationship between psychological gender and communicator style. Three hundred and fourteen college students enrolled in introductory health and communication courses responded to the Communicator Style Measure, the Argumentativeness Scale, and the Personal Attributes Scale. Results indicated that argumentative individuals could be predicted on the basis of their contentious, relaxed, animated, and open communicator style. Concerning gender, results indicated that men perceive themselves as contentious and women see themselves as more animated, but not more friendly or attentive. Psychological gender comparisons showed feminine people are more animated, attentive and friendly, but less relaxed and have a lower communicator image than androgynous individuals. Masculine individuals are more relaxed than androgynous people, but less animated and friendly, and have a lower communicator image. Androgynous individuals possess both masculine instrumental traits and feminine expressive traits; they are more behaviorally flexible and should be consistently better communicators. The undifferentiated person who has a deficit of both masculine and feminine characteristics perceives himself or herself as a poorer overall communicator and is likely to have greater problems in interacting with others than do androgynous, feminine, or masculine people. A seven-page bibliography and tables of data are appended. (SRT)

ED 278 123 EA 019 121

Taylor, Barbara O.
Metasensemaking: How the Effective Elementary Principal Accomplishes School Improvement.

PUB DATE- Apr 86
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). For a related paper, see EA 019 122.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Administrator Characteristics; Administrator Role; Change Strategies; Cognitive Processes; Content Analysis; Cooperative Planning; Decision Making; Educational Change; Elementary Education; Epistemology; Ethnography; Improvement Programs; *Instructional Leadership; Interpersonal Communication; Language Research; Organizational Communication; *Organizational Theories; *Principals; Program Effectiveness; Research Methodology; Role Theory; *School Effectiveness
IDENTIFIERS- *Grounded Theory

To illustrate the theoretical dynamics involved in analysis of the process of "metasensing," this paper investigates the language of 22 elementary school principals and their strategic actions during school improvement programs. The study's grounded theory approach frames the principals' "epistemology of practice"--thereby eliciting metasensemaking. The paper reviews organizational theories that employ language indicators. Metasensemaking, which describes motivating procedures and interpersonal negotiations, discloses how organizations change. Assisted by ethnographic methods, this research sought a common "knowledge-in-action" within successful principals' explanatory language about improvement strategies. Discoveries were as follows: (1) effective principals share a knowledge-in-action built upon pragmatic experience; (2) effective principals link classroom actions by planning that is implemented through communication adjusted in units of strategic dialog; and (3) during these dialogs, principals create organizational learning, or metasensemaking, which furthers program momentum. As an intuitive process, metasensemaking employs goal and other frames; a sample unit of strategic dialog between a principal and a teacher illustrates these cognitive frames. Principals choose an appropriate enactment environment for change, epitomized in the "criterion of effectiveness"--the uppermost educational value. The conceptual foundations of metasensemaking contain elements of negotiation that align the school's improvement program components with its constituencies. Twenty-eight references are included. (CJH)

ED 277 834 CE 046 051

McClure, Larry; Cotton, Kathleen, Ed.
Work Now and in the Future--3. Proceedings from the Annual Conference for Business and Industry Representatives, Educators and Others Concerned with the Changing World of Work (3rd, Portland, Oregon, November 5-6, 1986).
Northwest Regional Educational Lab., Portland, OR. Education and Work Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 47p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Apprenticeships; *Career Education; Career Planning; *Communications; Cooperative Education; Disadvantaged; Distance Education; Educational Planning; *Education Work Relationship; Elementary Secondary Education; Employment Programs; Futures (of Society); Illiteracy; Long Range Planning; Postsecondary Education; *Technological Advancement; Telecommunications; Vocational Education; Work Experience Programs
IDENTIFIERS- Special Needs Students

These proceedings of a conference, which focused on technology and communications in tomorrow's workplace, include the following: synopses of "Learning for Life: Increasing Awareness of Human Capabilities" and the follow-up session "Multiplying Intelligence: What Do We Know about Learning Styles?" (Dee Dickinson); "From Programmed Instruction to Laser Videodiscs: What I've Learned after 30 Years at IBM" (Harvey Long); a banquet speech on the space program in relation to education (David Marquart); a session on distance education and its use of telecommunications and video technologies; a session on new skills needed for occupational success (chaired by David Allen); a presentation entitled "Behind the Scenes at the Sheraton" (Helen Moore); a luncheon speech on high tech applications in the news industry (Paul Glancy); five descriptions of programs to prepare students to communicate in the workplace (Bennie Lucroy et al.); a presentation on teaching young people to become decision makers (Owen Thompson); a presentation on the Principles of Technology curriculum (Leno Pedrotti) followed by a panel on the subject; "Technology in the Middle School Years: Whatever Happened to Building Birdhouses in Junior High?" (Sam Stern et al.); "A New Approach to Technology Education, K-12: The Bellevue Model" (Roger Wing et al.); "A New Approach to Technology Education, K-12: The Yakima Model" (Jim Merz); a presentation on the Business Equipment Systems Technology program (Don Wardwell); "Promising Practices for High Risk Youth in the Northwest Region: Initial Search" (Karen Green); "At-Risk Youth: Oregon's Response" (Kent McGuire, moderator); a session on the Summer Training and Employment Program (Kurt Shovlin et al.); a presentation on the Financial Services Academy (Julie Crossley et al.); "Transition Skills for Youth with Special Needs" (Jane Dowling et al.); a session on career redirection problems, needs, and resources; a demonstration of MICRO-SKILLS (Susan Roudebush); a session on cooperative work experience; "What's New in Apprenticeship?" (Jeff Triplett); a panel on drug testing; an overview of illiteracy in the workplace (Beret Harmon); "Using Vocational Materials to Develop Reading Skills" (Delores Tadlock); a session on integration of academic and vocational education; "Career Planning in the High School: Helping Students Look Ahead" (Dale Arneson, Bruce McKinlay); "How Your Agency Can Test New Materials: A National Effort to Use Products of Research" (Jay Smink); a panel on teacher preparation; "Customized Training Resources: A Blueprint for Expansion and Growth"; a session on regional planning for articulated vocational education programs; a description of Project 2001 (Bob Lehman); "An Insider's Look at Planning for the Future" (Eugene Eschbach); and "Image Building: Lessons for Education and Training from Leading Northwest Companies" (Mark Milleman et al.). The proceedings conclude with a review of the conference and participants' evaluation. (YLB)

ED 277 915 CG 019 597

Owens, Hilda F., Ed.
Risk Management and the Student Affairs Professional. Monograph Series, Volume 2.
National Association of Student Personnel Administrators, Inc.
REPORT NO.- ISBN-0-931654-02-5
PUB DATE- Jun 84
NOTE- 154p.; Forword by E.T. Buchanan, III.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *College Programs; Higher Education; *Legal Responsibility; *Professional Occupations; Program Development; Risk; *Student Personnel Services; Student Personnel Workers
IDENTIFIERS- *Risk Management

The seven chapters in this monograph were written to provide the student affairs professional with one professional resource among the many that are necessary to understand the legal aspects of professional responsibility in this area. "Risk Management and Professional Responsibility" (Hilda F. Owens) identifies some elements of professional responsibility and stresses the importance of individual and institutional risk management plans. "The Student/Institutional Relationship: A Legal Update" (D. Parker Young) provides a legal update on matters relating to the student/institution relationship. "The Chief Student Affairs Officer as Employer and Manager: A Special Risk" (Patricia A. Hollander) brings an attorney's experience to the issues of importance to chief student affairs officers in their roles as employers and managers. "The Residential Campus: High-Risk Territory!" (John H. Schuh) discusses issues of special concern to practitioners on a residential campus and offers suggestions for managing those special risks. "Rights of Association, Expression, and Publication" (Daniel R. Walbolt) addresses the importance of recognizing and honoring those rights as programs and services are planned and rendered. "Risk Management in Campus Activities Programming" (Richard Bredemeier) treats the legal, political, and philosophical risks associated with risk management in campus activities programming. "To Risk or Not to Risk: That is the Question" (Edward H. Hammond) reminds the practitioner that there is no way to remove all risk from the education arena, summarizes some basic legal responsibilities, and discusses the development of a risk management plan. (NB)

Clancy, Joseph C.
The Computer Papers Psychological Services (Psychologists and Social Workers).
PUB DATE- 2 Oct 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Software; *Computer Uses in Education; Counseling Services; *Counseling Techniques; Elementary Secondary Education; School Counseling; School Counselors; School Guidance; *School Psychologists; *School Social Workers
IDENTIFIERS- *Computer Assisted Counseling; *Computer Assisted Guidance

Computers are tools which school psychologists and social workers can use to assist and facilitate their professional functioning. At the elementary school level a computer could be shared between two schools in an area with visual and auditory privacy. In junior high schools, a portable computer would enable staff to conduct report writing, on-line interviewing, and related activities. At the senior high school level, computers equipped with modems could be used for accessing data bases, instant test scoring, and networking. Computer mediated psychological services in schools fall into the categories of computer managed and computer assisted psychological services. Computer managed services are general purpose applications such as word processing. Computer assisted refers to special purpose software applications such as test scoring or interactive programs designed for cognitive and affective educational purposes. Use of computers in Learning Centers by psychological services staff may compromise confidentiality because of the Centers' public nature. The proper place for psychological services staff computer use is in their offices and workplaces. Inservice/staff development computer workshops should be tailored particularly to psychological services staff and should be presented in an informal and user-friendly manner. Guidelines for a sample workshop are included. (ABL)

ED 277 959 CG 019 641

Kirby, Douglas
Sexuality Education: A Handbook for the Evaluation of Programs.
Mathtech, Inc., Arlington, VA.
SPONS. AGENCY- Center for Population Options, Washington, DC.; Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 84
NOTE- 179p.; For the complete report, see CG 019 636-642.
AVAILABLE FROM- Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Elementary Secondary Education; *Evaluation Methods; Parent Child Relationship; *Program Evaluation; *Research Methodology; *Sex Education; *Sexuality

This document is the fifth volume of a six-volume report on sexuality education. This volume is based on the methods used and the experiences encountered in the evaluation of the nine exemplary sexuality education programs contained in the first volume of the report. The present volume discusses the need for evaluation of sexuality education programs; selection of program characteristics and outcomes to be measured; experimental designs; survey methods; questionnaire design; and procedures for administering questionnaires, analyzing data, and using existing data. The volume focuses primarily upon the evaluation of sexuality education programs in the classroom for young people but also discusses the evaluation of peer education programs, one-day conferences, and programs for parents. The chapters discuss sequentially the important steps in conducting evaluation research. The appendix contains questionnaires and assessment inventories concerned with knowledge, attitudes and values, behavior, course evaluation, and course impact, and includes a course assessment questionnaire for parents. Thirteen figures and tables are included. (NB)

ED 277 987 CS 008 635

Huhn, Ralph H., Jr.; Arrington-Huhn, Martha
Reading To Learn: A Collaboration of Theorist and Practitioner.
PUB DATE- Feb 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (14th, San Antonio, TX, January 30-February 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; *Content Area Reading; *Directed Reading Activity; Low Achievement; Models; Reading Comprehension; Reading Diagnosis; *Reading Difficulties; Reading Improvement; *Reading Instruction; Reading Readiness; *Reading Skills; Reading Strategies; Secondary Education; Social Studies
IDENTIFIERS- *Reading To Learn Model

Intended for use mainly by secondary school teachers of students with low reading achievement, the Reading to Learn (RTL) model provides the teacher with a way to assess, prescribe, adjust for individual differences, and develop reading skills while teaching content. An informal screening test (IST), the first step, determines which students are "independent," "instructional," and "frustrational" readers in the text used for instruction. The RTL model consists of the following components: (1) teacher objectives; (2) readiness; (3) reading guides (divided into three levels--fact, inferential, and generalization); (4) discussion; (5) follow-up; and (6) evaluation. (An example of the use of this model applied to a social studies text comprises the major portion of the paper.) (NKA)

ED 278 014 CS 210 187

Jacobs, Suzanne E.
Writing Assessment Re-Examined.
PUB DATE- May 86
NOTE- 16p.; Paper presented at the Annual Meeting of the International Conference on the Teaching of English (4th, Ottawa, Ontario, Canada, May 11-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Holistic Approach; *Standardized Tests; *Teaching Models; Test Theory; *Writing Evaluation; *Writing Instruction; *Writing Processes; Writing Research

Effective writing assessment involves judging how well a writer is encouraged by the classroom's social context to pull together ideas and to bring experience to bear on abstractions. Four main points can be made to justify this view. First, assessment by standardized test determines a teach-and-test model of instruction. But a curriculum that emphasizes writing processes is richer and can be tested using direct assessment by writing sample, such as the Stanford Writing Assessment Program. Second, teach-and-test models of writing instruction conflict with good writing theory. A good model of writing instruction emphasizes revision, talking, reading, and learning and can be tested through essay questions that pertain to these experiences. Third, assessment by standardized test is a deeply rooted problem allied with the teach-and-test research tradition; both proceed by means of oversimplified logic requiring written products to play an oversimplified role. However, new research teaches a more complicated logic about product. Fourth, this new logic shows that standardized testing needs to be supplemented by assessment that is functional and that recognizes learning as valuable by "giving points" for constructive, integrative acts in students' writing. (Hawaii's educational system is highlighted.) A 27-item reference list is provided. (JD)

ED 278 083 CS 505 499

Williams, David Cratis
"Drama" and "Nuclear War" as Representative Anecdotes of Burke's Theories of Ontology and Epistemology.

PUB DATE- 14 Nov 86
NOTE- 30p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication (Thought Transfer); Communication Research; *Concept Formation; *Discourse Analysis; *Epistemology; Rhetoric; *Rhetorical Criticism
IDENTIFIERS- *Burke (Kenneth); Ontology; *Representative Anecdotes

Using Kenneth Burke's conceptualization of the "representative anecdote," this paper explicates Burke's own theoretical frame. By examining Burke's system through the two anecdotes of "drama" and "nuclear war," the paper demonstrates that Burke weaves together two distinct theoretical threads, one a theory of Being, or ontology, and the other a theory of Knowledge, or epistemology. First, the nature and function of the "representative anecdote" as a theoretical construct and as a critical procedure is described, and the paper distinguishes between Burkean constitutive and admonitory types of representative anecdote. Second, the paper reasserts Burke's argument for "drama" as a constitutive representative anecdote for human nature, and hence for human ontology. Finally, the paper argues for "nuclear war" as an admonitory representative anecdote of human epistemology, and demonstrates the conceptual interplay between "drama" and "nuclear war" so construed. Forty-four endnotes conclude the document. (SRT)

ED 278 096 EA 019 082

Gittins, Naomi E., Ed.; And Others
School Law in Review--1986. Proceedings of the NSBA Council of School Attorneys Annual School Law Seminar (Las Vegas, Nevada, April 4-5, 1986). Volume 2.
National School Boards Association, Alexandria, VA. Council of School Attorneys.
REPORT NO.- ISBN-0-88364-115-1
PUB DATE- 86
NOTE- 136p.
AVAILABLE FROM- Publication Sales, National School Boards Association, 1680 Duke Street, Alexandria, VA 22314 ($30.00 plus $1.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Child Abuse; Courts; *Disabilities; Elementary Secondary Education; *Freedom of Speech; Legal Problems; Legal Responsibility; Parochial Schools; Public Schools; *Religion; *School Law; *Search and Seizure; Student Rights; Teacher Rights; Torts
IDENTIFIERS- Supreme Court

This volume of seminar presentations covers a broad range of legal issues affecting public schools. The first chapter summarizes employee free speech developments since "Connick v. Myers" (1983), a United States Supreme Court decision upholding a district attorney's right to dismiss a transferred assistant for circulating a controversial questionnaire to coworkers. "Connick" and "Pickering" (an earlier case balancing employee and employer interests) are analyzed for their effects on recent court actions involving employee criticism of employer policy, symbolic speech, political affiliations, sexual preference, and other issues. The second chapter discusses recent decisions concerning religion, such as school prayer, parochial school aid, equal access, home schooling, compulsory attendance, creationism, and religious objections to curriculum. The third chapter examines the application of the Fair Labor Standards Act to school boards, while the fourth chapter treats the legal aspects of child abuse, especially school personnel's legal obligation to detect and report it. The fifth chapter examines a 1985 Supreme Court decision allowing school officials to search a student if "reasonable suspicion" exists. The sixth chapter summarizes recent handicapped education law, while the final chapter updates Supreme Court actions affecting schools. Numerous case citations are given in footnotes and a subject index is provided. (MLH)

ED 278 136 EA 019 134

Guide for the Development of a Long-Range Facilities Plan. 4th Edition.

California State Dept. of Education, Sacramento.

PUB DATE- 86
NOTE- 35p.
AVAILABLE FROM- Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($2.50 prepaid or P.O.; California residents add sales tax).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Facilities Planning; Elementary Secondary Education; Evaluation; *Long Range Planning; Policy Formation; Program Implementation; School Districts; Systems Approach
IDENTIFIERS- *California; Facility Evaluation

A school district's long-range facilities plan is a compilation of information, policies, and statistical data about the district. The plan enables the district to determine and select among the alternatives for allocating facility resources to achieve the district's objectives while meeting community needs. This guide contains information on the basic requirements, planning processes, and personnel involvement needed for the development of a long-range facilities plan, regardless of enrollment trends, particularly in California. A systems approach for planning and problem solving is recommended. The guide is divided into five parts. The first part identifies the critical elements of a statement of district educational programs and goals. Part 2 describes how to prepare and report on a comprehensive evaluation of the utilization and condition of district facilities. The third part explains the processes involved in conducting a comprehensive demographic study of the district. The development of methods for prioritizing the district's facility needs and for implementing procedures for carrying out the facilities plan are covered in the fourth part. Part 5 reviews the essential aspects of policies for evaluating and revising the long-range plan. Examples of forms that can be used in each phase of the planning process are included. A set of maps (based on one school district) are displayed, illustrating planning and student population projections. (PGD)

ED 278 176 EA 019 181

Glatthorn, Allan A.
Curriculum Leadership.
REPORT NO.- ISBN-0-673-18267-3
PUB DATE- 87
NOTE- 372p.
AVAILABLE FROM- Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, IL 60025 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Books (010)
DESCRIPTORS- *Curriculum; Curriculum Design; *Curriculum Development; Educational History; Educational Theories; Educational Trends; Elementary Secondary Education; Leaders; Leadership; Politics of Education
IDENTIFIERS- Curriculum Leaders

This textbook provides curriculum leaders and those preparing to become curriculum leaders with the knowledge and skills needed to exercise their leadership at several levels and in many roles. The first of the book's four sections explores the foundations of the field in chapters on the general concept of curriculum, the history of curriculum, types of curriculum theory, and the politics affecting curriculum decisions. The second section helps the reader acquire the skills to achieve curricular change. The chapters review the curriculum planning process and discuss improving and developing programs of study, fields of study, and courses and units of study. Section 3 concerns the management of the curriculum. This section's chapters suggest specific strategies for supervisory leadership, survey effective processes for implementing curricula, provide guidelines for aligning the various aspects of the curriculum, and review models for curriculum evaluation. The final section examines curricular trends in chapters on trends in subject fields, trends across the curriculum (including computer use), and current initiatives for individualizing the curriculum or adapting it to learners with special needs. Questions for review and references are included in each chapter, and names and subjects addressed in the book are indexed. (PGD)

ED 277 820 CE 045 747

Wilcox, Chester; And Others

General Machinists Course Outline.

Elk Grove Unified School District, Calif.
PUB DATE- Sep 86
NOTE- 207p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Bilingual Education; Computers; Curriculum Guides; English (Second Language); Lesson Plans; *Machine Tools; *Machinists; Metals; Numerical Control; Postsecondary Education; Program Design; Safety; Second Language Instruction; *Trade and Industrial Education; *Vocabulary Development; Vocational Education; *Vocational English (Second Language)

This curriculum guide for a general machinists course is intended for use in a program combining vocational English as a second language (VESL) with bilingual vocational education. A description of the VESL program design appears first. The next section provides a format on developing lesson plans for teaching the technical and general vocational vocabulary contained in each job training lesson immediately after vocational lessons. Specific VESL teaching activities are provided for recognition, production, and application. Lesson plans for vocabulary development follow. Functions (objectives) are correlated to structures and vocabulary and required materials. The vocational training lesson plans are then presented. The format for each lesson plan is as follows: teaching materials source, main concepts, technical and related general vocabulary, teaching activity, material and notes, length of lesson, and evaluation. Lesson plans are divided into 10 units: shop safety, introduction to machine shop, metal, bench metal procedures, band sawing, drilling machines, engine lathe, milling machine, grinders and abrasive machining, and computer numerical control. Glossaries of technical and related general vocabulary follow each unit. Some glossaries are in English and Vietnamese. Tests follow unit 1. (YLB)

ED 277 860 CE 046 098

Wircenski, Jerry L.

Providing Support Services to Disadvantaged Youth and Adults in Vocational Education.

PUB DATE- 6 Dec 86
NOTE- 30p.; Paper presented at the American Vocational Association Convention (Dallas, TX, December 6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Programs; *Counseling Services; *Disadvantaged Youth; *Economically Disadvantaged; Educational Legislation; Educational Needs; *Employment Services; Federal Legislation; Postsecondary Education; Program Development; Program Improvement; Secondary Education; Student Characteristics; *Vocational Education; Youth Programs
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984

As a part of its mandate for equal access to vocational training for special needs individuals, the Carl D. Perkins Vocational and Technical Education Act of 1984 stipulated that if disadvantaged individuals require separate programming to enable them to participate in vocational education, federal funds may be used to pay 50 percent of the cost of the program's services and activities that exceed the eligible recipient's average per pupil expenditure for regular services. Vocational education research has documented a set of special learning and environmental needs of disadvantaged youth and adults with broad implications for vocational education programming, guidance personnel, development of program quality indicators, and improvement of contemporary vocational programming for special needs clients. Special needs youths and adults must receive equal access in recruitment, enrollment, and placement activities and must be served within regular vocational programs. Although the Perkins Act has not significantly changed the role of guidance personnel in serving special needs clients, it has expanded their scope. Perhaps the best way to improve existing programming is to begin attacking the environmental problems that exist outside the educational environment. Disadvantaged students should be given a sound foundation in the basic skills and should be trained or retrained in the new or emerging technologies rather than in lower-paying, service-oriented jobs. Also vital to program improvement are more stress on mainstreaming, socialization, and adequate client assessment. (MN)

ED 277 887	CE 046 157

Bebris, John M.
Ohio Entrepreneurship Workshop Planning Guide.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- Jan 87
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Business Education; *Career Planning; Data Bases; *Entrepreneurship; Information Dissemination; *Information Systems; Models; *Online Systems; Postsecondary Education; Small Businesses; Statewide Planning; *Workshops
IDENTIFIERS- Ohio; Ohio Career Information System; *Ohio Entrepreneurship File

This guide is intended to serve as a program planning model for a workshop or series of workshops to promote awareness and share information on the newly created Ohio Entrepreneurship File, one of five state data files operated on the computerized Ohio Career Information System (OCIS). The guide includes background information on the project for which the file was developed and workshop planning recommendations that describe logistical, organizational, and control issues relative to conducting the workshop. The guide also includes generically prepared presentations on the following topics: sharing information on the automated resource data base, discussing several model programs in entrepreneurship and training, explaining the activities of the Ohio Entrepreneurship Education Task Force, and discussing specific ideas for local partnerships. Fifteen handouts are also provided. These address such topics as using the nominal group technique; the Ohio Entrepreneurship File Survey; a list of characteristics (descriptors) used in the file; and instructions for contacting and using OCIS. Also included are fact sheets on the Entrepreneurship Training Pilot Project, Small Business Enterprise Center, and Small Business Management Program; a workshop evaluation form; and a list of members of the Ohio Entrepreneurship Education Task Force. (MN)

ED 277 901 CE 046 196

Chase, Shirley A., Comp.; Gordon, Ruth, Comp.
Special Needs Resources for Vocational Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 128p.
GRANT- G008620030
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Advocacy; Clearinghouses; Databases; *Information Sources; *Instructional Materials; Libraries; Organizational Objectives; *Organizations (Groups); Professional Associations; Program Content; Rehabilitation Centers; Research and Development Centers; *Resource Materials; Secondary Education; *Special Programs; *Vocational Education
IDENTIFIERS- *Special Needs Students

This catalog is intended as a reference for vocational educators who serve special needs populations. It contains descriptions of two types of resources: (1) organizations that provide products or services for special needs populations; and (2) materials appropriate for special needs students. The first section, which is arranged alphabetically, includes descriptions of such diverse types of organizations as advocacy groups, clearinghouses, libraries, professional associations, research and development centers, and rehabilitation research and training centers. The following information is provided for each organization: name, director, contact person, address and phone number, type of organization, subject terms indicating the organization's focus and services offered, and a brief annotation. An institutional title listing and subject index that is based on the Thesaurus of ERIC Descriptors is also provided. The second half of the catalog provides examples of recently developed materials announced in two online databases, ERIC and Vocational Education Curriculum Materials (VECM). The materials have been selected to illustrate the kinds of resources available. Also provided are information sheets describing each database and explaining how to access each one to obtain curriculum materials for special needs students. A subject index to the ERIC and VECM materials is also included. (MN)

ED 278 001   CS 008 666

Thompson, Dennis N.; And Others
The Use of Advance Organizers with Older Adults of Limited Verbal Ability.
PUB DATE- Apr 86
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). For related paper, see CS 008 667.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; *Advance Organizers; Age Differences; Aging (Individuals); Instructional Materials; *Learning Activities; Middle Aged Adults; *Older Adults; *Reading Comprehension; Reading Research; Reading Strategies; Verbal Learning; Verbal Stimuli; Young Adults
IDENTIFIERS- Cognitive Regression; Mediators

A study was conducted to investigate ways in which reading comprehension could be instructionally influenced and whether that influence differentially affected young and elderly adult learners. The study attempted, too, to determine whether advance organizers--instructional aids designed to precede a main passage and to provide an organizational framework for meaningful prose--would aid older adults of limited verbal ability as much as younger adults. A second question examined whether older adults who are exposed to an advance organizer will improve in their recall of the gist or the detail of text material. Twenty-eight young adults (aged 18-32) and 42 elderly adults (aged 55-82) were asked to read a 1,600 word main passage that dealt with developing a wildflower garden. A 400-word advance organizer was elaborated as a conceptual framework for introducing the main passage. Pilot research indicated that the advance organizer, although discussing in general terms the main themes contained in the longer passage, did not contain explicit information included there. Multiple choice questions were developed to test comprehension and retention of the information in the main passage. Treatment groups consisted of those who read the advance organizer prior to the main passage, and those who read the main passage only. Results indicated that subjects of limited verbal ability benefited most from the advance organizer; no one age group, however, benefited more than the other. Also, those who read the advance organizer recalled more of the detailed information in the text, but did not do as well with the more general information. (NKA)

ED 278 028 CS 210 240

Stewig, John Warren
Visual and Verbal Literacy.

PUB DATE- Nov 86
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aesthetic Education; *Art Activities; Childrens Literature; *Descriptive Writing; Elementary Education;

Illustrations; Language Processing; *Picture Books; Story Reading; *Verbal Learning; Visual Arts; *Visual Learning; *Visual Literacy

Visual literacy--seeing with insight--enables child viewers of pictures to examine elements such as color, line, shape, form, depth, and detail to see what relations exist both among these components and between what is in the picture and their previous visual experience. The viewer can extract meaning and respond to it, either by talking or writing about the pictures. Picture books in elementary classrooms can be used effectively (for example, "The Three Little Pigs") if planned around a sequence of stages that children can move through, namely (1) describing what they see, (2) comparing it with other visuals, and (3) valuing one of the pictures they are studying. In order to build a rationale for including visual literacy experiences in the curriculum, baseline date about what students can do in this area and developmental data showing the effects of planning and teaching a sequence of lessons are needed. Initial data gathering suggests that a curriculum which includes studying pictures analytically should easily lead to a deeper response to pictures. This in turn should make experiences with picture books far richer than is currently the case, when most instructional emphasis is on the story line. In the process, children will develop the skill of looking at visuals, which should be transferable to other contexts. (NKA)

Hundley, Joel; Kennedy, Robert L.
The Center for Academic Excellence: Collaboration between a University and Public Schools.
PUB DATE- 19 Nov 86
NOTE- 13p.; Paper presented at the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Consultants; Cooperative Programs; Educational Improvement; Elementary Secondary Education; Higher Education; Human Resources; Public Relations; *Public Schools; School Districts; *Shared Resources and Services
IDENTIFIERS- Arkansas; *University of Central Arkansas

The Center for Academic Excellence of the College of Education at the University of Central Arkansas was created in 1984 to help improve education in Arkansas by cooperating with the state's public school districts and sharing the college's resources with them. The center's staff helps public school administrators assess local needs, devise plans for addressing problems, and make contact with consultants from the college faculty. Projects have ranged from 1-day meetings to 2-year programs. This report lists projects on which the center provided direct assistance to 15 districts and others on which the center cooperated with other educational organizations to sponsor activities jointly benefiting several districts. The paper also describes the center's efforts to inform the educational community of its services, including publications, personal contacts, the mass media, and liaisons with state educational agencies. The report also identifies five research projects that the center worked on in conjunction with public school districts. (PGD)

ED 278 150 EA 019 149

McCall, John R.
The Provident Principal.
North Carolina Univ., Chapel Hill. Institute of Government.
PUB DATE- 86
NOTE- 103p.
AVAILABLE FROM- Publication Sales, Institute of Government, University of North Carolina at Chapel Hill, Knapp Building 059A, Chapel Hill, NC 27514 ($6.00 plus applicable sales tax).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrative Change; *Administrator Characteristics; Administrator Responsibility; Administrator Role; Decision Making; Educational Change; Educational Improvement; Educational Innovation; Elementary Secondary Education; *Instructional Leadership; Intelligence; Life Style; Organizational Change; Performance Factors; *Personality Theories; Personality Traits; *Principals; Role Theory; Social Values; *Values; Values Clarification

This monograph offers leadership approaches for school principals. Discussion applies the business leadership theory of Warren Bennis and Burt Nanus to the role of the principal. Each of the booklet's three parts concludes with discussion questions. Part 1, "Visions and Values for the Provident Principal," demonstrates the importance of understanding personal values and their influence upon future vision. A study by Arnold Mitchell is reconstructed into a "values and lifestyle" typology with four personal characteristics: need-driven, outer-directed, inner-directed, and integrated. Values as determinants in innovative decisionmaking are analyzed in terms of principles of change, types of innovations, and the relationship of values and lifestyle categories to types of innovations. Future educational trends and principals' responsibilities are interpreted. Part 2, "The Seven Intellectual Competencies in Vision," outlines the new theory of "multiple intelligences" as devised by Howard Gardner. This theory outlines seven intellectual competencies that will help principals understand the potentials of their students. These competencies are: linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, interpersonal, and intrapersonal intelligence. Part 3 deals with "The Seven Tools of Vision for Principals," which comprise the following areas: delaying gratification, responsibility, dedication to reality, balancing, proper use of power and authority, love, and emotional wisdom. Fifteen theoretical references conclude the report. (CJH)

ED 278 163 EA 019 164

Jordan, K. Forbis; And Others
School Business Administration.
REPORT NO.- ISBN-0-8039-2417-8
PUB DATE- 85
NOTE- 416p.
AVAILABLE FROM- Sage Publications, Inc., 2111 West Hillcrest Drive, Newbury Park, CA 91320 ($27.50; quantity discounts are negotiable--contact Director of Marketing).
LANGUAGE- English

Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - General (130) Books (010)
DESCRIPTORS- Administrative Principles; *Administrator Role; Budgeting; Building Operation; Capital Outlay (for Fixed Assets); Data Processing; Elementary Secondary Education; Facility Requirements; Food Service; Insurance; Money Management; Needs Assessment; Organizational Communication; Personnel Management; Property Accounting; Public Relations; Purchasing; School Accounting; School Administration; School Buildings; *School Business Officials; School Maintenance; Student Transportation; Supplies
IDENTIFIERS- Risk Management

This textbook reviews the principal concerns within each of 13 major responsibility areas in school business administration. The first chapter assesses the political, social, and economic context in which schools function and school administrators work. The role and function of the school business administrator within this context is addressed in the second chapter. The remaining 13 chapters address management techniques, personnel administration, management of purchasing and supplies, budgeting processes and procedures, financial and property accounting, data processing (including selection, installation, and potential uses for data processing capabilities), assessment of school facility needs, management of capital outlay for facilities, the operation and maintenance of the physical plant, pupil transportation, school food services, risk management and insurance, and the dissemination of school-related information both internally and externally. Each chapter lists basic principles affecting operations in the area covered, then discusses each of the principles more fully, describing the relevant administrative tasks and the contribution made by each component of each area of responsibility to the overall educational program. Selected references are listed at the end of each chapter and an index is provided at the end of the book. (PGD)

ED 278 190 EC 191 735

Simpson, Frank; And Others

Survey of Vocational Evaluation Services for Blind and Visually Impaired Persons in the United States.

American Foundation for the Blind, New York, N.Y.
PUB DATE- Aug 86
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agencies; *Blindness; Multiple Disabilities; National Surveys; Professional Education; *Special Schools; *Visual Impairments; *Vocational Evaluation; *Vocational Rehabilitation

A national survey was conducted in 1985 of agencies and schools for the blind and visually impaired as well as vocational rehabilitation facilities serving this population. Of the 1453 organizations in the sample, 415 responded; of these responses, 309 were usable. The survey was designed to examine agency characteristics; population characteristics; vocational evaluation processes including goals, methods of data collection, techniques, and instrumentation; and vocational evaluator profiles and training needs. Major findings were: that most clients had additional disabilities with mental retardation, deafness, and emotional/mental illness most frequently indicated; that 80% of persons receiving vocational evaluations were between 13 and 40 years of age; and that evaluators need more training in the area of adapting tests and other assessment devices for use with the visually disabled. (DB)

ED 277 848 CE 046 073

Pillay, G. F.

Vocational Training in the Development Process. The Singapore Experience.

PUB DATE- Sep 85
NOTE- 34p.; Paper presented at the International Conference on Employment and Training (Perth, Western Australia, September 23-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Economic Development; *Educational Needs; *Educational Trends; Education Work Relationship; Foreign Countries; *Industrial Training; Job Development; *Job Training; *Labor Force Development; Labor Needs; Postsecondary Education; Program Implementation; Secondary Education; Trade and Industrial Education; *Vocational Education
IDENTIFIERS- *Singapore

The planning and implementation of vocational training in Singapore (training primarily intended for school-leavers) is highly directed toward serving labor force development objectives. This paper explains the vocational training infrastructure (a national system, the conduct of which is vested in the Vocational and Industrial Training Board), how it contributes to meeting these objectives, and how it must continue to do so in the future. The paper concludes with observations about the growth of employer-based training, and how the voaional training system can and must support it. Topics covered include the following: scope of vocational training, development in the Singapore context, development of the vocational training system, the new economic strategy, the New Education System, new dimensions of labor force development, institutional training, part-time institutional continuing education and training, basic education for skills training, industry-based vocational training, skills development fund support for vocational training, national skills standards and public trade tests, and plans for the future. (KC)

ED 277 874 CE 046 137

European Conference 'Training, Employment and Integration of Disabled Persons' (Berlin, West Germany, June 19-20, 1985).

European Centre for the Development of Vocational Training, Berlin (West Germany).

REPORT NO.- ISBN-92-825-6319-7

PUB DATE- 86

NOTE- 61p.

AVAILABLE FROM- European Community Information Service, 2100 M Street, NW, Suite 707, Washington, DC 20037 ($4.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Career Education; Conference Proceedings; Developed Nations; *Disabilities; *Education Work Relationship; Employment; Foreign Countries; *Job Placement; Social Integration; *Vocational Education; *Vocational Rehabilitation

This report summarizes contributions, discussions, results, and proposals from a conference focusing on the social and economic integration of the disabled. Introductory materials include the conference objectives and summaries of the opening, words of greeting, and introduction to conference objectives by Ernst Piehl, Henry Scicluna, and Tina Bertzeletou. Summaries are then given of the following presentations: "Vocational Training and Employment of the Disabled: A Community Approach" (Patrick Daunt); "Handynet: A Data Bank to Serve the Community" (Patrick Daunt); "The European Community Network of Rehabilitation Centres: Organization and Working Methods, Achievement, and Perspectives" (Ib Bjerring Nielsen); and "The District Programme for the Social Integration of the Disabled: Goals, Working Methods, Achievements, and Perspectives" (Jorgen Schneider). Papers of the following working groups are then provided: Vocational Training and Paid Employment (Pierre Olivier), Vocational Training and "Alternative" Forms of Employment (Alberto Valentini), and Placement and Employment (Andre Storm). Findings of the three working groups follow. Other contents include conclusions, ideas for future CEDEFOP (European Centre for the Development of Vocational Training) activity, and final remarks. Lists of participants and working group members are appended. (YLB)

ED 278 042 CS 210 281

Gentry, J. Richard

Spel...Is a Four-Letter Word.
REPORT NO.- ISBN-0-435-08440-2
PUB DATE- 87
NOTE- 54p.
AVAILABLE FROM- Heinemann Educational Books, Inc., 70 Court St., Portsmouth, NH 03801 ($6.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cognitive Development; Elementary Education; Instructional Effectiveness; *Language Arts; *Learning Activities; Learning Processes; Learning Strategies; Memorization; Parent Child Relationship; Rote Learning; *Spelling; *Spelling Instruction; Visual Learning; Writing Skills
IDENTIFIERS- Invented Spelling; *Spelling Growth; Spelling Patterns
Intended for teachers and parents, this book focuses on demolishing widely held myths about poor spellers and about the process of spelling. "Dear Professor Henderson" (chapter 1) is a dedication to a favorite college professor who remonstrated with the author about his "lazy" spelling. "Kneeling on Rice" (chapter 2) states the book's purpose--to make spelling instruction more effective and learning to spell a more natural process. "Let's Give Kids Soft Rice" (chapter 3) uses the story of Dan (a laborious speller) to enumerate some realistic hypotheses about spelling to replace the myths that abound. "Questions Teachers Ask" (chapter 4) examines teaching strategies for creating an effective spelling program. "Advice for Parents" (chapter 5) offers guidelines that encourage parents to approach spelling as a developmental process. "Is Spel...a Four-Letter Word?" (chapter 6), a reiteration of the expounded philosophy, proposes that spelling be taught socially in interaction with reading, writing, and other language arts, in a child-centered curriculum. "Postscript: Pain Prevention" (chapter 7) outlines some steps to make spelling instruction enjoyable and effective and to reassure children that being a bad speller does not make them a bad person and does not doom them to failure in life. The final page is a list of reference material. (NKA)

ED 278 057 CS 505 454

Wicks, Robert H.

Portrayal of Political Parties by the Television Broadcast Media in Single and Dual-Party Political Systems: Comparing the Soviet Union to the United States.

PUB DATE- 25 May 86
NOTE- 33p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Information Dissemination; Information Sources; Political Affiliation; Political Campaigns; Political Issues; *Programing (Broadcast); Propaganda; *Television; *Television Research
IDENTIFIERS- Political Communication; *Political Parties; *USSR

A study examined the treatment and portrayal of political parties on Soviet and American television. The content of six newscasts of "World News Tonight" and "Vremya" during June of 1984 were analyzed qualitatively and quantitatively. The overall results suggest that 15 stories (24% of the total allotted time) pertaining directly to political parties appeared on ABC while 18 stories (27% of the total allotted time) appeared on Soviet television. Evidence suggests that similarities exist in the manner in which political parties present information to media systems under exceedingly different political environments. For example, presidential candidates in the United States extol the virtues of their political party by pointing to the deficiencies and failures of the opposing party. Similarly, Soviet Communist Party leaders seek to solidify their relative position within Soviet society by pointing to the weaknesses of democratic forms of government. Results of the study suggest that while differences exist in the manner and style of political party information presented, many of the same types of stories receive attention in both countries and parties in both countries rely on the media to solidify support. An appendix provides the titles of the news stories examined in this study (with dates of telecasts and lengths of stories). (SRT)

ED 278 071 CS 505 482

Pearson, Judy C.
Teaching a Large Lecture Interpersonal Communication Course.
PUB DATE- Nov 86
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; Conventional Instruction; Discussion (Teaching Technique); Higher Education; Instructional Innovation; *Interpersonal Communication; *Large Group Instruction; *Lecture Method; Speech Communication; Student Participation; *Teaching Methods

Though lecturing reflects the outmoded view that communication consists of action rather than transaction, large lecture classes are a reality that must be engaged. An interpersonal communication course can be adapted to the lecture hall and need not include the traditional lecture as the only teaching method. Students should be allowed to participate in games, exercises, and other experiential work just as they do in small classes. Teachers can create a supportive climate by being accessible to the students and encouraging their questions and comments. Positive behavior should be rewarded, perhaps by identifying the best speakers and giving extra credit for their achievement. A large interpersonal communication course especially needs an instructor who is a competent communicator and is knowledgeable, credible, and dynamic. Teaching methods should be used that involve both seeing and hearing about a concept and that provide as many opportunities for feedback as possible. Finally, negative concepts of a large course can be offset by building unity and cohesiveness among members of the class. The large section approach to interpersonal communication can be viewed as an opportunity rather than a detriment to effective communication education. A four-page reference list is provided. (SRT)

ED 278 084 CS 505 500

Schroeder, Anthony B.
An Analysis of the Interaction Patterns of the Elderly: The Deterioration of Relationships.
PUB DATE- Nov 86
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aging (Individuals); *Communication Problems; Communication Research; Communication Skills; *Developmental Continuity; Developmental Stages; Gerontology; Human Relations; *Interaction; Interaction Process Analysis; *Interpersonal Communication; Interpersonal Relationship; *Older Adults; Social Attitudes; Social Behavior; Social Cognition
IDENTIFIERS- Constructivism

Communication imposes a social order and interaction patterns which individuals accept as children, but it is not known to what extent or when in the life cycle preferred rhythms of social involvement and withdrawal are established. To assess the extent to which the elderly lose control of their patterns of interaction, case studies of four elderly individuals in nursing homes were conducted and analyzed from a constructivist perspective. The first and third cases chose to withdraw, while the choice of the second and fourth cases was to be outgoing. None of the four changed behavioral patterns--the withdrawn individuals were systematically consistent, characterized by non-cooperative attitudes and behaviors. However, this behavior is considered a jointly constructed interpretative scheme, and these individuals' complaining is interpreted as positive, especially by the nursing home staff. All four cases point to examples of strategic organization of behavior, or human communication. The notion that elderly communication is different from communication of young people does not appear to be supported, as communication strategies seem to be consistent with the interpretative processes of the individual. What problems are encountered in communication with the elderly may be caused by the younger interactant. Further research may be more profitably focussed on the reality constructed between communicators. (NKA)

ED 277 916 CG 019 598

Speake, Dianne L.
The Relationship of Health Locus of Control, Perceived Health Status and Activity Levels of Non-Institutionalized Elderly Clients.

PUB DATE- 21 Nov 86
NOTE- 14p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); *Exercise; *Exercise Physiology; Health; High Risk Persons; Influences; *Life Style; *Older Adults; *Physical Activity Level
IDENTIFIERS- *Health Promotion

Individuals of all ages need to maintain an active lifestyle to promote health. The physiological changes associated with aging, however, make the elderly especially vulnerable to disuse atrophy associated with inactivity. Exercise programs for the elderly are being established in increasing numbers, but high dropout rates from these programs threaten their usefulness. The decision to engage in appropriate physical activity is made by the consumer, not the program provider. A descriptive correlational research study was conducted to examine the activity levels of 118 non-institutionalized elderly volunteers. The study used Pender's Health Promotion Model as the conceptual framework. A 3-day activity record was used by subjects to record the metabolic unit values of activities performed during waking hours. The activity record was modified to include activities of daily living, household chores, inside leisure activities, and outside leisure activities. Findings revealed that age, marital status, and perceived health status explained 30 percent of the variance in activity scores. Subjects who were older, single, lived alone or in a retirement complex, had poorer perceptions of health, and believed that luck or chance influenced health were associated with lower activity scores and thus may be at special risk of disuse atrophy. This study suggests that Pender's Health Promotion Model is a useful model for nurses to use in health promotion research studies. (Author/ABL)

ED 277 930 CG 019 612

Bradley, Jan; And Others
An Evaluation of Life in the Residence Halls at Indiana University from an Ecosystem Perspective: 1986.
PUB DATE- 86
NOTE- 22p.; Questionnaire printed in small type. For 1985 study, see ED 265 425.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Environment; *College Students; *Dormitories; Ecology; Higher Education; *Participant Satisfaction; Quality of Life; *Student Attitudes; Student Government; Student Personnel Services; Student Personnel Workers
IDENTIFIERS- *Indiana University

This report is the ninth in a series of studies that have examined student life at Indiana University residence halls using an ecosystem perspective. In the 1986 study, a representative sampling of dormitory residents was drawn. A questionnaire used forced-choice items on a Likert-type scale. An environmental referrent section gave students the opportunity to identify five items about which they felt strongly positive or negative. The questionnaire included the topics of satisfaction with hall programs, hall staff, student government, information and printed matter, hall order, and food service. Of 950 students who were sampled, 711 or 74.8 percent responded. Results showed that students evaluated residence hall programs and activities, residence hall staff, student government, and publications positively. Study conditions had improved in comparison to the previous year. Students seemed more than satisfied with residence hall life; responses were the most positive in the history of the evaluations. (Data tables with item by item responses and comparisons to previous years are included. The questionnaire is appended.) (ABL)

ED 277 945 CG 019 627

Orr, Clarice A.; Van Zandt, Sally

The Role of Grandparenting in Building Family Strengths.

PUB DATE- Jan 87
NOTE- 16p.; Paper presented at the Annual National Symposium on Building Family Strengths (9th, Lincoln, NE, May 14-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Family Life; *Family Relationship; *Family Role; *Grandchildren; *Grandparents; *Life Satisfaction; Older Adults

Grandparents play a vital role in the lives of their grandchildren. A midwest sample of 100 matched pairs of grandfathers and grandmothers and 70 individual grandmothers provided information specific to each of their 770 middle generation children and 1,254 grandchildren. The results revealed no significant correlation between emotional closeness and the geographical distance of grandparents and children/grandchildren, but there was a significant correlation between emotional closeness and frequency of contact. There were no significant correlations between satisfaction and geographical distance or between satisfaction and frequency of contact. Open-ended questions revealed many strengths of the intergenerational bonds. Grandparents extolled the joys of grandparenting in great detail. When asked about the negative aspects of grandparenting, the most frequent answer was that there was nothing bad about it; however, the next most frequent answer related to growing old. Grandparents' most frequent advice was to love the grandchildren and express that love to them. The six characteristics of strong families as previously researched by Dr. Nick Stinnett (1979) can be used as a framework to discuss ways that grandparents can strengthen their family life. (Author/NB)

ED 277 960 CG 019 642

Wilson, Pamela

Sexuality Education: An Annotated Guide for Resource Materials.

Mathtech, Inc., Arlington, VA.
SPONS. AGENCY- Center for Population Options, Washington, DC.
PUB DATE- 84
NOTE- 101p.; For the complete report, see CG 019 636-41.
AVAILABLE FROM- Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Annotated Bibliographies; Audiovisual Aids; Children; Elementary Secondary Education; Filmstrips; Nonprint Media; Publications; *Sex Education; *Sexuality

This document is the final volume of a six-volume set of reports on sexuality education. It is a guide to major resources for sexuality education designed for professionals working with children and adolescents between the ages of 3 and 18. It reviews books, films, filmstrips, curricula, charts, models, and games for youth in elementary and secondary school. Information on each resource includes the author, title, publisher or distributor, date, and approximate grade level. The price is included for audiovisual resources and curricula. With a few exceptions, the listed resources are followed by detailed annotations which describe the content and usefulness of each item, give special attention to the racial composition of characters, and specify the audience that would be most receptive. The guide also mentions any values conveyed that may conflict with the values of potential users. The 387 references are divided into 9 sections: (1) Books: Elementary School; (2) Books: Junior High School; (3) Books: Senior High School; (4) Films: Elementary School; (5) Films: Junior and Senior High School; (6) Filmstrips: Elementary School; (7) Filmstrips: Junior and Senior High; (8) Curricula; and (9) Charts, Models and Games. The address and telephone number for the publisher or distributor of each reference is provided in the "List of Publishers" and the "Audiovisual Distributors" sections at the end of the guide. (NB)

ED 277 974 CS 008 591

Hoffman, Sandra Josephs
"Look--All of These Words in a Row Start the Same as Me!"
PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; Childrens Literature; Decoding (Reading); *Early Reading; Instructional Effectiveness; Language Arts; Learning Readiness; *Literacy; Preschool Education; Reader Response; Reader Text Relationship; *Reading Aloud to Others; Reading Attitudes; Reading Comprehension; Reading Games; *Reading Readiness; Reading Skills
IDENTIFIERS- *Emergent Literacy; *Reading Motivation; Reading While Listening

Reading aloud to children is an important facet of the literate home environment and the best preparation for the establishment of preschool literacy skills. David was read to at every opportunity, and a diary was kept to observe, record, and study his emergent literacy events in the home. Since David often asked to have the same books read to him, he eventually committed them to memory. While listening, he worked very hard at acquiring literacy skills by questioning, rhyming, punning, and guessing. David's earliest use of literary language included his lifting of formulaic phrases from texts and employing them in his own play and narrative. Literature became an important part of his information background, his language and concept development, and fuel for his imagination. David also learned to match the words that he was saying with the print that he saw in the books and consequently learned to read without formal instruction. He learned comprehension and decoding skills as he needed them and not in a predetermined order. Reading aloud to children is usually considered "enrichment" in the elementary school classroom, but the experience with David shows that it should be made an important element in reading instruction.

Appended to this study is a list of the complete titles and authors of the children's books cited and 25 references. (NKA)

ED 277 988 CS 008 636

Devine, James T., Ed.; And Others
The Strategic Reader.
Wisconsin State Reading Association, West Allis.
PUB DATE- 86
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Critical Reading; Elementary Secondary Education; *Reading Instruction; *Reading Research; Reading Skills; *Reading Strategies; *Research Utilization; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- *Strategic Reading

To add a foundation to the growing excitement among educators about the central role they play in helping learners become strategic readers, the articles in this thematic journal provide insight into current reading theory and practice. Richard Telfer's article reviews research on strategic reading and clarifies what is meant by the phrase "strategic reader." An essay by Scott Paris offers an array of reflections on the role strategic reading research plays in the life of the learner. These two works set the stage for several articles presenting strategies useful at all stages of reading instruction, including prereading and postreading. An article by Karen Hanus offers six "whole class" strategies to help students learn from their content areas. A brief article by David Gustafson and Joyce Pederson discusses the strategic learner and SQ3R (survey, question, read, recite, review). An article by Roslyn Nemke emphasizes the value of interpretive reading as an important part of the curriculum. Fred Duffelmeyer's essay, which suggests a balanced approach to basic sight word instruction, is followed by a presentation of William Fagen and Helen Hayden's research on emerging literacy in the home. Finally, Betty Jane Wagner's article investigates the integration of language arts instruction, emphasizing the importance of language immersion in all of the learner's classroom experiences. Overall, the volume provides insight for teachers as they help their students become strategic readers. Most articles include a reference list. (JD)

ED 278 015 CS 210 189

McIntosh, Margaret E.
The Efficacy of Teacher as Researcher: A Testimonial.
PUB DATE- 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Research; *Educational Research; *Elementary School Teachers; Elementary Secondary Education; Research Skills; *Secondary School Teachers; Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- *Teacher Researchers

The term teacher-researcher refers specifically to public or private school teachers who instigate research in their own classrooms--working either alone, as part of a research team, or in conjunction with a professor. Teachers like these bring benefits to their colleagues and to their students, as well as to themselves. Their colleagues find it much easier to identify with the results of research that has been conducted down the hall, in an intact classroom, in a real school setting, than it is to accept and identify with the results of research conducted faraway, in a clinical setting by an unknown researcher. Students whose teachers are involved in research see their teacher as learner and the school as a place for learning. And, in turn, as teachers become learners they develop empathy for other learners, their students. Additionally, teacher-researchers in the classroom increase the knowledge base from which they work. Finally, conducting research provides teachers the opportunity to take some control of what is happening in their classroom, that is, they are acting rather than being acted upon. They become something other than consumers of educational dictums as they develop their own theories and test the hypotheses that support their theories. (NKA)

ED 278 124 EA 019 122

Taylor, Barbara O.
How and Why Successful Elementary Principals Address Strategic Issues.
PUB DATE- Apr 86
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). For a related paper, see EA 019 121.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Administrator Characteristics; Administrator Role; *Change Strategies; Cognitive Processes; Content Analysis; Cooperative Planning; *Decision Making; Educational Change; Elementary Education; Epistemology; Improvement Programs; *Instructional Leadership; Interpersonal Communication; Interviews; Leadership Responsibility; Organizational Communication; Organizational Theories; *Principals; Program Effectiveness; Research Methodology; Research Needs; Role Theory; *School Effectiveness; Teacher Administrator Relationship
IDENTIFIERS- Grounded Theory

The role of the elementary school principal is critical in determining school effectiveness. This study analyzes the thinking and language of 22 "effective change" elementary school principals to discover common patterns in decisionmaking processes. The method of grounded theory delineates implicit theories principals use to make strategic decisions. Data were collected over a 3-year period from interviews and observations. Schools were selected that featured a self-directive improvement program with minimal resources and with principals who had participated for more than 4 years. From interviews, the principals' language was transformed to theoretical categories through comparison analysis and content analysis. Investigation revealed a common knowledge base used to create improvement. First, principals believe that they develop an organizational capacity for change. Second, the effective principal is skilled at "sensemaking"--creating an interactive fabric of thought with others, thereby accomplishing objectives. And third, effective principals use four frames in strategic dialogs: (1) a "criterion of effectiveness" to achieve improvement; (2) the relationship between principal-teachers-parents-students; (3) setting professional and school standards; and (4) establishing an equitable discipline code. To understand how schools become effective, researchers should study the collaborative activity that emerges from the knowledge of these effective change practitioners. Thirty references are appended. (CJH)

ED 278 191 EC 191 747

Raber, Suzanne M.; Frechtling, Joy A.
Initial Special Education Placement and Longitudinal Outcomes of Preschool- and Kindergarten-Identified Handicapped Children. Final Report .
Montgomery County Public Schools, Rockville, Md.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 95p.
GRANT- G008300027
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Early Childhood Education; Followup Studies; *Handicap Identification; Kindergarten; Mild Disabilities; *Outcomes of Education; *Program Effectiveness; Racial Differences; Severe Disabilities; *Socioeconomic Background; Special Education; Student Placement; Young Children
IDENTIFIERS- *Early Intervention; *Maryland (Montgomery County)

The study examined how 620 children, identified as handicapped while in preschool or kindergarten, had progressed 3 to 9 years later. The study addressed questions of effectiveness of identification procedures, outcomes of early intervention, handicapping condition and placement level, and educational history. Among results were: Identification procedures (in Montgomery County, Maryland) were generally effective in identifying the more seriously impaired children at younger ages; Identification procedures were less effective in identifying black handicapped children or handicapped children of lower socioeconomic status before the age of four; Consistent with the severity of the impairments of preschool-identified children, many still required special education in elementary school; Although fewer of the children identified in kindergarten continued to require special education services (reflecting their milder handicaps), the majority of those still being served required services as intensive or more intensive than those received in kindergarten. The report provides separate chapters on the study methodology and on special education placement and outcomes for children identified at either the preschool level or the kindergarten level. Five appendixes include a comparison of preschool and kindergarten sample characteristics, the derivation of the socioeconomic status variable, the continuum of special education services offered by Montgomery County, definitions of levels of service, and definitions of handicapping conditions. (DB)

ED 277 861 CE 046 102

Ryan, Jim
Overview of the Financial Characteristics of U.S. Farms, January 1, 1986.
Economic Research Service (DOA), Washington, D.C.
REPORT NO.- ERS-SR-AGES861113
PUB DATE- Dec 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Agricultural Production; Credit (Finance); *Economic Climate; Economic Factors; *Economic Status; *Farmers; Financial Policy; *Financial Problems; *Government Role; Income; *Loan Repayment; Retrenchment; Tables (Data); Trend Analysis
IDENTIFIERS- *United States

Although 1985 was a relatively high-income year for agriculture, the farm sector is still under a great deal of financial stress. High direct government payments and increased Commodity Credit Corportion loans improved the cash income of U.S. farmers in 1985. However, the continuing decline in real estate values reduced farmers' asset and equity levels. This erosion of asset values has exposed both farmers and the institutions that provide them credit to an increasing level of risk. Financial difficulties of farmers throughout the country varied widely, with family-sized commercial farms and Midwestern cash grain farms experiencing the greatest stress. Lake State, Corn Belt, and Northern Plains farms held nearly 54 percent of all farm debt. Nationwide, highly leveraged farms (with a debt/asset ratio greater than 0.4) owed almost two-thirds of all farm debt. Total debt, however, declined by over $7 billion as lenders appear to be continuing to impose credit restraint on their borrowers and encourage them to reduce their debt and limit their capital spending. Thus, while government purchases and direct payments, accompanied by tight cost control measures, have allowed many of these producers to maintain a cash flow adequate for their obligations, continued federal government involvement may be necessary as the sector adjusts to lower commodity prices and possibly further declines in asset values. (MN)

ED 277 888 CE 046 167

Walters, Norma J.
Infanticide: A Critical Issue.
PUB DATE- 8 Dec 86
NOTE- 37p.; Paper presented at the Annual National Health Occupations Education Division Conference (Dallas, TX, December 8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Allied Health Occupations; Case Studies; *Child Abuse; Child Neglect; Child Welfare; Civil Liberties; Decision Making; *Disabilities; *Ethics; Family Problems; Federal Legislation; Health Needs; *Health Services; *Infant Mortality; *Infants; Medical Services; Public Health Legislation; Quality of Life; Victims of Crime
IDENTIFIERS- *Infanticide

Infanticide in the United States today usually happens in the hospital. Occasionally, handicapped infants are killed by a direct act, but more often infanticide is accomplished by withholding something (for example, food, medication, surgery) that babies need to survive. The Rehabilitation Act of 1973, the Baby Doe regulations of May 1982, and the Child Abuse Amendment of 1984 are among the legislative measures that have attempted to protect handicapped infants' rights to medical treatment and general health care (including good nutrition). The decision whether to provide or withhold such services from handicapped infants has not been so clear-cut for health care practitioners and medical ethicists. Quality of life and the burdens on families and society posed by the responsibilities of raising and caring for handicapped individuals are issues that make suicide and mercy killing acceptable to many persons. Others believe that impaired infants are not human persons and hence not covered by legislation protecting individual rights. Doctors, nurses, and other health care professionals grapple with medical treatment decisions every day. They are pressured by a variety of factors including the catastrophic costs of care, and many health profesionals report being under increasing pressure to stop care when babies are irreversibly ill. Numerous case studies confirm that no religious, philosophical, or scientific consensus exists on the issue of infanticide, and for this reason, many hospitals have been spurred to form ethics panels or committees to address treatment dilemmas before they arise. (MN)

ED 277 902 CE 046 197

Polson, Cheryl; And Others
Advising Adult Learners. NACADA Task Force Report.
National Academic Advising Association, Pomona, NJ.
PUB DATE- 86
NOTE- 50p.; Paper presented at the National Conference on Academic Advising (10th, Seattle, WA, October 12-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Advising; Admission Criteria; *Adult Education; *Adult Students; *Counseling Objectives; *Counseling Services; Postsecondary Education; Program Content; Special Programs; *Student Needs

A study examined the scope of existing services for adult learners attending universities and colleges. Survey instruments designed to gather data on institutional support for adult learner services, special target groups identified by individual institutions, and institutional barriers confronted by adult learners on campus were mailed to a random sample of 439 members (one-third) of the National Academic Advising Association (NACADA). Two hundred thirty-three usable responses were received. Seventy percent of the institutions represented in the survey reported having altered program offerings in the past 5 years to accommodate the needs of adult learners. Seventy-nine percent provided academic advising and 78 percent offered career advising/counseling for adult learners. Other accommodations for adult learners included keeping offices open at nontraditional times, offering scholarships or other financial aid and special orientation sessions, providing placement services, and offering preparatory and refresher courses. Ninety-two percent of these programs and services for adults were offered on campus. Special services were offered at many institutions for such special needs groups as reentry women and men, blue-collar workers, adults with no previous college work, and community and business groups. Forty-three percent of the institutions offered special admission requirements that recognized the needs, skills, and/or circumstances of adults. (A 22-page bibliography on academic advising of adult learners in higher education is appended to this report.) (MN)

ED 278 029 CS 210 241

Duke, Charles R.
Integrating Reading, Writing, and Thinking Skills into the Music Class.
PUB DATE- 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advance Organizers; Cognitive Processes; *Content Area Writing; Critical Thinking; *Directed Reading Activity; *Integrated Activities; *Language Processing; Music Appreciation; *Music Education; Music Theory; *Reading Comprehension; Reading Instruction; Reading Skills; Secondary Education; *Teaching Methods; Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- Journal Writing

Music education is uniquely suited to reinforce several basic skills that are part of the overall reading and writing processes of students. These skills include freedom of expression and the fluency of ideas, identifying a composer's purpose and message, and reasoning and comprehension. Musicians should develop the habit of using journals for capturing responses to music heard and first attempts at composing, as well as for including other written material about music. A good exercise once or twice in a course is to have students review their journal entries and write a longer entry in which they either try to trace some theme that runs through their material or chart their progress and explain what they have discovered about themselves as listeners as well as musicians. A directed reading activity is one technique, for introducing reading material, that will result in improved student attitudes and comprehension. Students do a prereading that sets a purpose for the reading, a prompted reading to foster reader response, and a postreading that provides reinforcement of comprehension. Finally, students can show their level of understanding by applying what they have learned in a musical activity. (SRT)

ED 278 097 EA 019 083

Steinhilber, August W.
Copyright Law: A Guide for Public Schools.
National School Boards Association, Alexandria, VA. Council of School Attorneys.
REPORT NO.- ISBN-0-88364-112-7
PUB DATE- 86
NOTE- 129p.; Pages 90-114 of appendices contain print too small for legible reproduction.
AVAILABLE FROM- Publication Sales, National School Boards Association, 1680 Duke Street, Alexandria, VA 22314 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Software; *Copyrights; Elementary Secondary Education; Federal Regulation; *Intellectual Property; *Legal Responsibility; Library Materials; Publications; *Reprography; *Technology
IDENTIFIERS- *Copyright Law 1976; Copyright Royalty Tribunal

As schools increasingly take advantage of sophisticated technologies to enhance education, their need to understand basic copyright law becomes more urgent. This reference guide reviews the historical development of copyright, examines basic components, and analyzes exceptions to copyright owners' rights. Also covered are key areas such as photocopying, computer software, and off-air taping. Copyright provides authors with exclusive rights of reproduction, adaptation, publication, performance, and display of their materials. Authors may license one right for someone's use; this use does not extend to other rights. Copyright is not a property right granted in perpetuity. To promote the progress of the sciences and the arts, the 1976 Copyright Law made the duration of copyright the life of the author plus 50 years. Public domain and statutory exceptions covering fair use, school library use, performance, and public and instructional broadcasting are summarized. Questions and answers involving school applications are provided throughout the discussion and in the first appendix. Thirteen other appendices provide print, music, off-air taping, and interlibrary guidelines for educational institutions, along with federal forms for registering copyrights and sample school policies. (MLH)

ED 278 111 EA 019 108

Javor, Constance M.
Effects of Classroom Design on Student Achievement.
PUB DATE- Dec 86
NOTE- 25p.; A research paper prepared at Sam Houston State University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; *Classroom Design; High Schools; Open Plan Schools; *Performance Factors; Questionnaires; Teacher Attitudes

IDENTIFIERS- Spring Independent School District TX

The progress of a class of tenth grade Honors Biology I students learning in an open space learning environment during the first six weeks of the 1985-86 school year was compared to the progress of a similar class studying under the same teacher in a traditional, closed classroom the following year. The study was conducted in Westfield High School (in Texas's Spring Independent School District), a school that was remodeled between the two school years from an open space configuration to a more traditional design. Student progress was tested by comparing pretest scores from the first week of the year to scores achieved at the end of the first six weeks. A t-test revealed no significant relationship between student achievement and building design. A questionnaire completed by 36 of the high school's 120 teachers indicated that teachers (1) found conditions in open space buildings more disruptive, (2) associated closed classrooms with greater teacher-student interaction, and (3) believed that closed classrooms were preferred by parents, students, and teachers. This report also provides a review of related literature, an appendix containing the classroom design questionnaire for teachers, and a two-page bibliography. (PGD)

School Crime Handbook. Summary of California Penal and Civil Laws Pertaining to Crimes Committed against Persons or Property on School Grounds.

California State Dept. of Education, Sacramento.; California State Office of the Attorney General, Sacramento.

PUB DATE- 86
NOTE- 119p.
AVAILABLE FROM- Publication Sales, California State Department of Education, 721 Capitol Mall, P.O. Box 944272, Sacramento, CA 94244.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Crime; *Criminal Law; Discipline; Elementary Secondary Education; *Legal Responsibility; *School Law; School Personnel; *School Security; Security Personnel; State Legislation; Student Behavior; Student Responsibility; Students; Student School Relationship
IDENTIFIERS- *California

This handbook was prepared to ensure that, as required by section 626.1 of the California Penal Code in 1984, "students, parents, and all school officials and employees have access to a concise, easily understandable summary of California penal and civil law pertaining to crimes committed against persons or property on school grounds." The handbook is intended to be used in conjunction with the Standard School Crime Reporting Form. The first of the handbook's three chapters explains why school crimes should be reported, what 10 types of crimes should be reported, and who should be involved in resolving the problems of school crime. Chapter 2 provides a reference guide to 19 types of criminal conduct within three broad categories: crimes against persons, crimes against property, and crimes that disrupt campus order. The discussion of each type of crime covers the legal definitions of the activities and the penalties that may be imposed for participation in them. The third chapter presents recommended and required procedures for dealing with these crimes. The laws concerning the specific responsibilities of personnel, proper procedures for detaining or arresting criminals, proper procedures for disciplining students and employees, and criminal liability are reviewed. (PGD)

ED 278 151 EA 019 150

Smyth, W. John
Clinical Supervision--Collaborative Learning about Teaching. A Handbook.
Deakin Univ., Victoria (Australia).
PUB DATE- 84
NOTE- 51p.
AVAILABLE FROM- Deakin University Press, Victoria, Australia 3217 ($6.50 Australian; postage and handling charge added to all orders).
LANGUAGE- English

Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cooperative Planning; Educational Improvement; Elementary Secondary Education; Inservice Education; *Instructional Improvement; *Instructional Leadership; Learning Processes; Participative Decision Making; Performance Factors; Program Design; Teacher Effectiveness; Teacher Evaluation; Teacher Supervision; Teaching Guides; *Teaching Methods; *Teamwork
IDENTIFIERS- *Clinical Supervision

Through the process of clinical supervision, systematic approaches permit effective change by the collaborative analysis of teaching. This guide's first section, "Beginnings," describes the process of clinical supervision. Emphasis is upon teachers working collaboratively to discover implicit teaching messages and to assimilate new approaches. Relevant feedback, which develops self-evaluation, ultimately promotes teaching improvement. Four stages comprise the cycle: (1) In a preobservation conference, teacher and colleague formulate understandings about concerns and the lesson. (2) During the observation stage, each participant strives to keep his or her part of the bargain. (3) During lesson analysis, significant patterns are uncovered. (4) Interpretations are shared in a post-observation conference. The second section, "Practicalities," interprets the process further and cites literature analysis. Methods of beginning clinical supervision are suggested: a pre-entry preparation, a pattern of sharing information, a canvas of student characteristics and previous learning, and the colleague's constructive assistance. Selected written records of classroom verbal events and diagrams of student-teacher interactions are provided. The post-observation conference sequence includes lesson reconstruction, inferences about identified themes, and commitment to continuation or change. A post-conference analysis of the process' efficacy has been considered a fifth stage. Two pages of references are appended. (CJH)

ED 278 164 EA 019 165

Cawelti, Gordon

Strategic Planning for Curriculum Reform.

PUB DATE- Feb 87
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (71st, San Antonio, TX, February 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Educational Change; Educational Improvement; *Educational Planning; Elementary Secondary Education; *Long Range Planning
IDENTIFIERS- *Strategic Planning

Strategic planning is a process deliberately designed to help educational leaders conceive of the kinds of institutions that they would like to create to serve their students. Drawn from industry, strategic planning attempts to respond to a wide variety of factors determining the directions that schools should take in planning for the future. Curriculum planning must be a continual process if programs are to remain responsive to changes in society, to the characteristics of learners, and to the most recent knowledge in vital fields. Strategic planning affords a context for increasing the probability of answering each of these needs. The strategic planning process involves (1) analyzing social, economic, demographic, and political forces affecting the schools; (2) identifying needs or weaknesses of the schools' current programs; (3) diagnosing the current health of the school organization; (4) establishing a mission statement; and (5) creating action plans to achieve the established goals. The action plans could involve changing the school organization, developing a curriculum to prepare students for the future, improving teaching, or deciding on steps to take to increase the use of educational technology. To be successful, the strategic planning process must involve educators throughout the system as deeply as possible, and must be designed to obtain widespread support. (PGD)

ED 278 177 EC 191 722

Seidenberg, Pearl L.; Koenigsberg, Ellen

A Comparison of the Perceptions of High School and College Faculty: Implications for Program Development for Secondary Learning Disabled Students. Position Paper Series: Document No. 1.

Long Island Univ., Brooklyn, NY.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Oct 86

NOTE- 19p.; Long Island University Transition Project--Learning How to Learn: A High School/College Linkage Model to Expand Higher Educational Opportunities for Learning Disabled Students. For related information, see EC 191 723.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Cognitive Processes; *College Faculty; *College Preparation; College Students; Comparative Analysis; Higher Education; High Schools; High School Students; Interpersonal Competence; *Learning Disabilities; Learning Strategies; Questionnaires; *Special Education Teachers; *Teacher Attitudes; Transitional Programs

The study compared perceptions of high school and college faculty regarding the characteristics and preparatory needs of secondary learning disabled (LD) students. The analysis was based on a survey of 288 high school teachers (246 regular and 42 special education) and 82 college teachers. Separate factor analyses identified three academic factors (reading strategies, organizational skills, test-taking skills) and two social factors (interpersonal skills and self-sufficiency) considered important by both college faculty and special educators. Differences between these two groups occurred in issues related to college access (e.g., information about LD college programs, preparation for a college admission interview, and the need to provide secondary students with assignments similar to those required in college). Although regular teachers and college faculty demonstrated similar perceptions of LD learner characteristics, differences occurred in all preparation areas with regular high school faculty indicating they were unable to provide the academic, social, or guidance services deemed important by college faculty. Although the study did not find major differences among groups, it did suggest that knowledge acquired in the special education setting is not being generalized and/or reinforced by mainstream regular teachers; and that higher level cognitive skills and strategies could be facilitated by effective teaching procedures including the direct instruction model. (DB)

ED 277 821 CE 045 748

Johnson, Dennis; And Others
Electronics Book I. Bilingual Vocational Training.
Elk Grove Unified School District, Calif.

PUB DATE- Sep 86
NOTE- 432p.; For books 2 and 3, see CE 045 749-750. Some pages contain broken print.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Bilingual Education; Curriculum Guides; *Electronics; English (Second Language); Lesson Plans; Postsecondary Education; Program Design; Second Language Instruction; *Technical Mathematics; *Trade and Industrial Education; *Vocabulary Development; Vocational Education; *Vocational English (Second Language)

This manual, the first of three curriculum guides for an electronics course, is intended for use in a program combining vocational English as a second language (VESL) with bilingual vocational education. A description of the VESL program design appears first. The next section provides a format on developing lesson plans for teaching the technical and general vocabulary contained in each job training lesson immediately after vocational lessons. Specific VESL teaching activities are provided for recognition, production, and application. Lesson plans for vocabulary development follow. Functions (objectives) are correlated to structures and vocabulary and required materials. Glossaries of technical and related general vocabulary follow. The vocational training lesson plans are then presented. They are divided into seven units: electronics math, history of electronics, tool use, meters, nature of electronics, connectors/insulators, components, and resistors. A cover page to each unit provides the unit goal and an overview of the unit. The format for each lesson plan is as follows: teaching materials source, main concepts, technical and related general vocabulary, teaching activity, material and notes, length of lesson, and evaluation. Handouts for each lesson include informational material, homework/assignments, lab experiments, Vietnamese and Cantonese translations, and unit tests. Numerous drawings and diagrams illustrate the text. (YLB)

ED 277 835 CE 046 054

Transition: A Team Approach. A Process Handbook.
North Dakota State Board for Vocational Education, Bismarck.; North Dakota State Dept. of Human Services, Bismarck. Div. of Vocational Rehabilitation.; North Dakota State Dept. of Public Instruction, Bismarck. Div. of Special Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 118p.
GRANT- G008430136
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Access to Education; Check Lists; Cooperative Planning; Day Programs; *Disabilities; Educational Planning; *Education Work Relationship; Financial Support; Individualized Education Programs; Leisure Time; Parent Participation; Parent Teacher Cooperation; Postsecondary Education; Records (Forms); Residential Programs; Secondary Education; *Special Education; *Teamwork; *Transitional Programs; *Vocational Education

This manual is intended to assist families, teachers, and other personnel in helping disabled students make the transition from school to work and adult life. The first section provides an overview of the transition process and outlines a four-step transition model that consists of input and foundation, the actual transition process (which calls for cooperation among parents, students, secondary schools, and providers of rehabilitation and supportive services), employment and adult outcomes, and follow-up. The second section summarizes the roles of the various members of the transition team and details the transition plan. Discussed in the third section are the following aspects of the process of transition team planning: responsibilities of the individual team members, the process of transition plan development, adult service programs, service roles, provision of a continuum of services, options (financial support, day, residential, and leisure/recreation services) available in North Dakota communities, procedures for accessing services, and a transition checklist. A bibliography concludes the guide. Attachments to the guide include sample individualized education program (IEP) transition plans, an application packet, an application checklist for adult services, program synopses, a service directory, a glossary, and an outline of the four-step transition model. (MN)

Wolf, Brent P.
Preparing Vocational School Superintendents.
PUB DATE- 8 Oct 85
NOTE- 28p.; Paper presented at the National Conference on Achieving Professional Excellence (Little Rock, AR, October 8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Education; *Administrator Qualifications; Job Skills; Postsecondary Education; Secondary Education; State Surveys; *Superintendents; *Vocational Directors; *Vocational Education
IDENTIFIERS- *Ohio

A survey instrument containing 191 task statements was sent to Ohio's 49 joint vocational school superintendents in order to identify the competencies necessary in administering a joint vocational school. Forty-six superintendents responded, for a 93.88 percent response rate. Of the 191 tasks, 121 (63 percent) were deemed important to superintendents. Those surveyed felt adequate to perform only 18 (9 percent) of the identified tasks. Vocational education background was not a factor in either the perceived importance of tasks or the perceived adequacy of preparation to perform the specified tasks. Those superintendents who had earned an educational specialist degree or doctorate did not perceive themselves to be any more adequately prepared than did those with master's degrees. The following tasks were among those considered important by more than 95 percent of the respondents: developing overall vocational program goals, implementing local board and administrative policies, interpreting and applying state and federal vocational education legislation, preparing and recommending personnel policies, recruiting and interviewing potential staff and recommending them to administration and board, resolving staff grievances and complaints, recommending staff promotions and dismissals, maintaining ethical standards expected of a professional educator, developing and maintaining professional relationships with other administrators, developing and maintaining professional relationships with state department of education personnel, promoting professional image, and developing plans for promoting good public relations. (MN)

ED 277 875   CE 046 138

Osbat, Luciano
The Provision of Distance Learning in Italy (Summary Report).
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-6523-8
PUB DATE- 86
NOTE- 40p.
AVAILABLE FROM- European Community Information Service, 2100 M Street, NW, Suite 707, Washington, DC 20037 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Continuing Education; Developed Nations; *Distance Education; *Educational Demand; *Educational Innovation; Foreign Countries; Postsecondary Education; *Retraining; *Vocational Education
IDENTIFIERS- *Italy

A study examined the volume and quality of distance training in Italy, the bodies most directly interested, and problems and trends. Two factors were singled out that not only led to greater interest in distance training between 1970 and 1980 but also to the first experiments being carried out--the economic crisis and the modernization process. The growth in demand for instruction and training from increasingly broad and new sectors of the population found the public sector incapable of responding appropriately in quantitative terms. Techniques used in the various experiments ranged from the use of very traditional methods (written materials) to others that seemed to anticipate the future (videodisks), from multimedia integration to the use of one aid alone, from measures that use only distance training to others that insert it in a broader context, together with course activities, mixing techniques from different systems. The provision of distance training seemed dominated by a concern to improve professional qualifications in both the public (teacher, vocational training trainers, civil servants) and private sectors. In the future, technological literacy is likely to be the object of most training. Among the anticipated innovations of distance training is the increased importance of the tutor and the fact that distance training experiments can be carried out at the same time as other study or work. (YLB)

ED 277 946 CG 019 628

Perry, Gloria R.
Coping Styles of Nurses Returning to School.
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Coping; *Females; Higher Education; *Nurses; *Nursing Education; *Reentry Students; *Role Conflict; Stress Management

Nurses returning to school to seek baccalaureate degrees are often mature women with families and full-time jobs who experience numerous role conflicts as wives, mothers, employees, and students. In studying college-educated women and role conflict, Hall (1972) delineated three predominant coping patterns: (1) Type I, negotiation type coping, which involves negotiating with persons in one's environment to reduce role conflict and strain; (2) Type II, priority setting, which involves deciding which roles to emphasize, which to diminish, and which to drop; and (3) Type III, the superwoman approach, which involves trying to meet all role demands and which is analogous to having no conscious coping style. An instrument (Lamont, et al., 1985) using Hall's conceptual model to determine predominant coping styles of respondents based upon their answers to six vignettes was administered to 157 registered nurses enrolled in a baccalaureate completion program. The results revealed a clear preference for negotiation type coping in the sample. Each vignette represented a conflict experienced by mature students enrolled in professional study. The results showed that the type of situation dictated the coping response at least on a group level. Findings from this descriptive survey have implications for nurse educators, nurse employers, and for those who counsel and work with nurses returning to school, as well as for nurses themselves. (NB)

ED 278 002 CS 008 667

Thompson, Dennis N.; And Others

Using Advance Organizers to Improve Reading Comprehension in Older Adults.

PUB DATE- Apr 85

NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, Chicago, IL, March 31-April 4, 1985). For paper on related topic, see CS 008 666.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Learning; *Advance Organizers; Age Differences; Middle Aged Adults; *Older Adults; *Reading Comprehension; *Reading Improvement; Reading Processes; Reading Research; Reading Skills; *Reading Strategies; Young Adults

Using an advance organizer, an instructional aid designed to precede a main passage and to provide an effective organizational framework for older adults who may not have spontaneously employed their own strategy for understanding written material, a study investigated whether (1) reading comprehension could be instructionally influenced and (2) this influence would differentially affect young and elderly adult learners. Subjects, 40 individuals aged 18-35 and 40 individuals aged 59-83, all with relatively high educational backgrounds, used an advance organizer with a prose passage. Results indicated that the advance organizer improved the performance of the elderly on measures of recognition memory but not on measures of recall memory. Both sets of subjects performed better on immediate tests than on delayed tests of recall and recognition. Analysis showed that subjects may have been able to generate their own advance organizers to some extent. The recognition test performance of the younger subjects was significantly superior to that of the older subjects under almost all of the conditions in which the main passage was read. Findings suggested that advance organizers may assist adults of all ages, but only under restricted circumstances. Results also indicated that older adult learners may need additional practice with educational aids to gain maximum benefit from their use. (JD)

ED 278 016 CS 210 191

Crow, Edith

Shaping the Self: Using Steppingstones and Autobiography to Create and Discover Archetypes in "An Illustrious Monarchy."

PUB DATE- 19 Mar 83
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (34th, Detroit, MI, March 17-19, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Autobiographies; *Creative Writing; Descriptive Writing; *Diaries; Higher Education; Literary Devices; *Literature Appreciation; Personal Narratives; Reading Writing Relationship; Student Writing Models; Teaching Methods; Writing Exercises; *Writing Instruction
IDENTIFIERS- Archetypes; Expressive Writing; *Free Writing; *Life Events

By following the "steppingstone" or marker theory of dividing one's life into no more than 12 and no less than 8 significant periods, a student in a writing course can develop a brief response for each phase to articulate multiple experiences. Writing teachers can aid students in realizing that important life experiences are the stuff of which literature is made. This, in turn, often awakens in students an interest in literature, so eager are they to see the metaphors writers use to describe their own vivid experiences. To delve into the inner life--pursuing dreams, doing free writing, fantasizing, creating patterns--the diary or journal can be used for the quest of identity in unravelling a student's autobiography. It will frequently yield experiences that can be defined in archetypal patterns, such as death-rebirth, initiation, or quest. Thoreau transformed the experience of sounding the depths of Walden Pond to sounding the depths of his own self; he later imposed order on those experiences and produced "Walden," one of the most affirmative death-rebirth books in literature. Moving from the subjective to the objective, learning can occur, and students studying essay models and literature can learn to relate the private world to the public world. (An "illustrious monarchy" was a metaphor used by Ralph Waldo Emerson to describe the inner life of the individual.) (NKA)

ED 278 043 CS 210 282

McVitty, Walter, Ed.; And Others

Getting It Together: Organising the Reading-Writing Classroom.
Primary English Teaching Association, Rozelle (Australia).
REPORT NO.- ISBN-0-9099-55-63-8
PUB DATE- Feb 86
NOTE- 130p.; Photographs may be marginally legible.
AVAILABLE FROM- Heinemann Educational Books, Inc., 70 Court St.; Portsmouth, NH 03801 ($12.50); Business Manager, Primary English Teaching Association, P.O. Box 167, Rozelle, New South Wales 2039, Australia.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- *Class Activities; *Class Organization; Classroom Communication; *Classroom Design; *Classroom Environment; Classroom Research; Elementary Education; Foreign Countries; Reading Instruction; *Reading Writing Relationship; Teacher Student Relationship; *Teaching Methods; Writing Instruction
IDENTIFIERS- Australia; Whole Language Approach

Emphasizing the importance of developing a social classroom climate, this book addresses the organization of the reading/writing classroom. Nine sections: (1) present a statement of principles based on this concept of classroom organization (J. Steinle); (2) discuss scheduling the school day as an important area of teacher planning (P. Sloan and D. Whitehead); (3) suggest ways of managing classroom resources and space to create conditions similar to those in which children master oral language (H. Brown); (4) discuss the theoretical and practical bases for providing personalized learning for all children through appropriate grouping techniques (L. Unsworth); (5) suggest some desirable outcomes of a teacher's contract with a learner, and outline the history of and rationale for contracting (A. Fleet); (6) describe cooperative classroom learning activities that involve peer tutoring (Knox Grammar School staff members); (7) address the issue of parents as home tutors of literature, citing results from recent naturalistic research supporting the notion (M. Kemp); (8) define team teaching, describe its benefits, present a number of case studies, and provide practical guidelines for implementing it (M. Mannison); and (9) focus on the use of teacher-made learning centers as a means of fostering independent learning while providing stimulating whole language activities (L. Unsworth). (JD)

ED 278 058 CS 505 455

Isenhart, Myra W.
Participative Management in a Theological Organization.
PUB DATE- Nov 86
NOTE- 24p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986). Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *Church Related Colleges; *Communication Research; *Employer Employee Relationship; Higher Education; *Management Systems; Organizational Change; *Organizational Communication; *Participative Decision Making; Power Structure; Theological Education
IDENTIFIERS- Likert Model for Organizational Effectiveness

A study examined increasing employee participation in a Roman Catholic seminary using an analysis of management style to display a profile of recent changes in the seminary's management not unlike similar changes made in secular organizations. Management behaviors relevant to participation were analyzed according to Likert's taxonomy, which separates management styles into four categories ranging from highly directive to participatory. Results indicate that the seminary has shifted to a management style that allows students, faculty, and trustees more input into management of the institution. In Likert's ideal organization, subordinates are motivated solely by rewards and involvement, communication moves up, down, and sideways, and decisions are made throughout the organization, but in an integrated fashion. The paper concludes that it is not likely that the seminary either will or should aspire to this ideal. Governed by the Vatican, the seminary will be restrained from extending involvement further. (SRT)

ED 278 072 CS 505 483

Van Voorhis, Patricia; Meussling, Vonne
Perspectives on Inmate Communication and Interpersonal Relations in the Maximum Security Prison.
PUB DATE- 4 Oct 84
NOTE- 29p.; For a related document, see ED 249 544. Paper presented at the Annual Meeting of the Midwestern Criminal Justice Association (Chicago, IL, October 4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Assertiveness; Communication Research; *Correctional Institutions; *Correctional Rehabilitation; *Interpersonal Communication; *Interpersonal Competence; Males; *Prisoners; Social Attitudes; *Social Environment; Social Life
IDENTIFIERS- *Maximum Security Facilities

In recent years, scholarly and applied inquiry has addressed the importance of interpersonal communication patterns and problems in maximum security institutions for males. As a result of this research, the number of programs designed to improve the interpersonal effectiveness of prison inmates has increased dramatically. Research suggests that some dysfunctional and dangerous aspects of prison life may be amenable to programmatic intervention, such as the following: (1) the inappropriate communication styles that result from inmate backgrounds and the realities of institutional life; (2) the tendency of inmates to keep to themselves rather than identify appropriate opportunities for self disclosure, release of tension, and receipt of feedback; and (3) the inability to cope with the impact of institutional life on relationships with those outside the prison. However, few studies have directly addressed interpersonal communication in the maximum security prisons per se. Instead, most studies investigate related issues such as subcultural adaptations, stability of relationships with family members, and the psychological effect of imprisonment. In addition, there appears to be a lack of conclusive empirical validation of how investigators conceptualize inmate communication. There is an evident need for further research, programmatic interventions, and evaluations of specific programs. Seventy-eight footnotes are provided. (JD)

Slife, Brent D.; And Others
Group Therapy Processing as a Function of Depression.
PUB DATE- Apr 86
NOTE- 10p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (32nd, Fort Worth, TX, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Effectiveness; *Depression (Psychology); *Group Dynamics; *Group Therapy; *Metacognition

Group therapy is most effective when members step back and process the interaction among group members. This understanding of the group process is often referred to as self-monitoring or metacognition because it refers to a different level of thinking. All groups of people may not have equal metacognitive ability. This study examined the metacognitive ability of depressed persons. Subjects included nine individuals with a diagnosis of major depression in the experimental group and nine non-depressed individuals in the control group. Each subject watched a videotaped simulation of group therapy and commented on it. Each videotape consisted of four practice vignettes, an introduction to each of the group members, and 10 vignettes of interactions similar to those that occur in actual group therapy. One-half of the vignettes involved the subject as if he or she were a group member and the other half did not. A subject's memory of the vignettes was also tested. Results indicated that depressives were less capable than non-depressives of processing group interactions, despite comparable memory for content of the interactions. These results suggest that some subjects were unable to reflect on the interaction and that metacognitive and cognitive abilities are separate sets of skills. These results call into question the effectiveness of group therapy with depressives. (References are included.) (ABL)

ED 277 931 CG 019 613

Richards, P. Scott

The Treatment of Anorexia Nervosa and Bulimia: A Multidimensional Group Approach.

PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Anorexia Nervosa; *Bulimia; Clinical Diagnosis; *Counselor Role; Eating Habits; Etiology; *Group Counseling; *Group Dynamics
IDENTIFIERS- *Bulimia Nervosa; *Eating Disorders

This paper defines the eating disorders of anorexia nervosa, bulimia, and bulimia nervosa, a bulimic subtype of anorexia nervosa. The diagnosis of these disorders is discussed and similarities and differences among the three disorders are reviewed. Etiological factors are considered and current trends in treatment of anorexia nervosa, bulimia, and bulimia nervosa are examined. A multidimensional group therapy approach for individuals with these eating disorders is proposed. Included are a general description of the proposed treatment, a discussion of intake and screening procedures, and a list of group objectives and goals. The three stages of development often experienced by successful groups are examined: (1) testing-dependence/orientation to the task stage; (2) intragroup conflict/emotional response to task demands stage; and (3) development of group cohesion/open exchange of relevant interpretations stage. The therapist's role at each stage is described and suggested interventions are given. The paper concludes that the approach presented has not yet been used in a clinical setting nor have empirical tests of its effectiveness been conducted. A three-page reference list concludes the document. (NB)

ED 277 961 CG 019 643

Trela, James; Hewitt, Christopher
Age and Terrorist Victimization.
PUB DATE- Nov 86
NOTE- 24p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Aging (Individuals); *Death; Foreign Countries; *High Risk Persons; Life Style; *Older Adults; Sex Differences; *Terrorism; *Victims of Crime; Violence
IDENTIFIERS- Italy; Northern Ireland; Spain

While research has examined how age-related factors structure the probability of experiencing a particular event or suffering a particular kind of injury, one issue which has not been empirically addressed is the age structure of victimization from terrorist activity and civil strife. To explore the relationship between age and terrorist victimization, data on fatalities resulting from political violence were analyzed from Nothern Ireland (1965-1985), Spain (1975-1985), and Italy (1970-1981). The results revealed that all three countries shared an age-sex profile of victims that was disproportionately young and male. In all three countries the very young and the elderly were the least likely to be killed in civil strife and terrorist campaigns. Age was clearly related to how people become fatalities in each of the three countries, with the percentage of fatalities who were apparently innocent victims of violence increasing with age. The elderly who did become victims were not participants in violent activities nor were they specifically selected as targets but were most likely to be the innocent victims of indiscriminate violence. The rate of victimization of the elderly appeared to be low in countries where terrorist groups focused on combatants and somewhat higher in countries where terrorism was indiscriminate. (Author/NB)

McKenzie, Moira G.
The Problem of Underachievement in School.
PUB DATE- May 86
NOTE- 28p.; Paper presented at the Annual Meeting of the World Congress on Reading of the International Reading Association (11th, London, England, May 27-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; Compensatory Education; Educational Environment; *Educationally Disadvantaged; Elementary School Students; Instructional Effectiveness; *Learning Activities; Learning Strategies; *Literacy; Low Achievement; Material Development; Reading Instruction; Reading Writing Relationship; Role of Education; *Underachievement; Writing Instruction
IDENTIFIERS- Emergent Literacy; *Emergent Reading Levels

Informed opinion suggests that problems of underachievement in school relate to the lack of particular kinds of experience, discontinuity between school and home, and linguistic and cultural diversity. If a literacy program were based on up-to-date knowledge of the processes involved in reading and writing, and what is known of early literacy events that provide a successful entry into reading and writing for many children, a program could be developed in which reading aloud would be the central factor. An emergent reading model might follow: (1) children build up a repertoire of books and stories, (2) bridge spoken and written language, (3) explore environmental language, (4) develop concepts of print, (5) try 'reading' and 'writing' themselves, (6) get to know some words and letters, (7) develop a literacy set. If concern for underachieving children is real, it is necessary for teachers to examine their practice at the beginning of school and create conditions that allow a point of entry to children from different social, cultural and linguistic backgrounds. It is also important to move away from trivializing literacy by reducing it to skills learning, improve the quality and range of books and stories offered to children, and provide more opportunities for children to transform, extend and reformulate ideas and experience. (NKA)

ED 277 989 CS 008 640

Kaiser, Robert A.; Hawes, Kathryn
College Preparation for the Underprepared High School Student.
PUB DATE- Jan 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Development; *College Preparation; *Developmental Studies Programs; *Educationally Disadvantaged; Higher Education; High Risk Students; Instructional Effectiveness; Learning Strategies; Reading Comprehension; *Reading Improvement; Reading Processes; *Reading Skills; Reading Strategies; *Remedial Reading; Tutorial Programs; Underachievement
IDENTIFIERS- *Remedial Intervention

College-bound students who score poorly on the American College Test (ACT) exam (16 or below) are usually required to take an examination that measures the ability to read and interpret college level material since this ability is a significant variable in the prediction of academic success. Many of these underprepared students need specific help with vocabulary, decoding, and study skills. A program in use at Memphis State University begins at the literal level and moves toward higher levels of thinking and reasoning, using both "top-down" (meaning comes from concepts already in the mind of the reader) and "bottom-up" (meaning flows from the printed page and is recoded) concepts of reading. Diagnostic testing first determines whether students are placed in a remedial (lower) or a developmental class, where each non-credit course is organized around a set of instructional objectives and taught using a specific skills instructional model. The most fundamental need is for more instructional time. Instructors have found that many underprepared students function at a literal thinking level and are unfamiliar with higher thinking levels and/or abstract thinking. In an additional lab period, tutors teach specific skill lessons and extend the classroom instruction. Plans for evaluation of the program are in place, and data are now being collected. Student response to the program has been encouraging so far. (NKA)

ED 278 085 EA 018 930

Greenfield, William
Moral Imagination, Interpersonal Competence, and the Work of School Administrators.
PUB DATE- Apr 86
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Organization; *Administrator Education; Administrator Role; *Communication Skills; *Evaluative Thinking; Instructional Leadership; Interpersonal Communication; *Interpersonal Competence; Leadership Styles; Leadership Training; *Principals; Social Cognition; Social Environment; *Socialization; Training Methods
IDENTIFIERS- *Administrator Effectiveness

Various sources are cited indicating that the actual role of educational administrators, especially school principals, is largely one of communicating with teachers, students, supervisors, parents, and others and monitoring, reviewing, and assessing what is occurring in the school work setting. Suggested as the cornerstones of effective school administration are moral imagination (the capacity to develop a compelling vision regarding what is possible and desirable to achieve in a given school situation) and interpersonal competence (the knowledge and skills needed to influence teachers and others in desired directions). Aspects of the relationship between certain features of the school work situation and the personal qualities of the administrator are examined. Formal and informal role socialization processes and outcomes and their relationship to preparing individuals to work effectively as school administrators, as well as implications of these ideas for the preparation of educational administrators and school principals, are briefly discussed. The paper concludes with a summary of the major ideas and a set of tentative propositions regarding the preparation of effective school principals. Appended are 87 references. (WTH)

ED 278 125   EA 019 123

Garcia, Jose Joel
"School Ain't What It Used to Be": The Impact of the Young Latino in an Aging California Society.
PUB DATE- 17 Oct 86
NOTE- 27p.; Based on a presentation to the Northern Counties Regional Conference of the California School Boards Association (Redding, CA, October 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aging (Individuals); *Demography; Elementary Secondary Education; *Futures (of Society); *Hispanic Americans; Minority Groups; Population Trends; Public Education; *Public Policy; *Racial Distribution
IDENTIFIERS- *California

California's population changes will present challenging public policy dilemmas concerning employment, income, political participation, education, and health services. This paper shares research results to be published in a book entitled "The Burden of Support: The Young Latino in an Aging Society," by David Hayes-Bautista, Jorge Chapa, and Warner Shink. The report identifies trends and shifts in California's population that will affect public policy. The method used was a statistically based "population model" incorporating age and major race-ethnicity cohorts projected over a 50-year period between 1980 and 2030. Projections show that California will develop into an age-race stratified society by 2030. Residents over 65 will most likely be Anglo; persons under 65 (the working age population) are likely to be Latino or another minority. Projections are based on three assumptions: (1) a 5-year increase in life expectancy, (2) a gradually declining Latino fertility rate, and (3) increasing immigration to California. Strategies must be developed to improve broad-based intergenerational carrying capacity. Social welfare policymakers will have to reconcile tensions between the dependent population segments at both ends of the age spectrum. The elderly will need income maintenance and health care services, while the children will need more and better educational services. A human investment policy model is needed to maximize everyone's productivity and potential. Included are numerous charts and 11 references. (MLH)

New GI Bill and H.R. 3747, Veterans' Education Amendments of 1986. Hearing before the Subcommittee on Education, Training, and Employment of the Committee on Veterans' Affairs. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

PUB DATE- 27 May 86
NOTE- 82p.; Serial No. 99-53. Parts of this document contain small, light type.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Education; Educational Legislation; Federal Aid; *Federal Legislation; Hearings; Higher Education; Military Personnel; Postsecondary Education; *Student Financial Aid; Training Allowances; Veterans; *Veterans Education
IDENTIFIERS- Congress 99th; *GI Bill 1984; *Veterans Education Amendments 1986

In this congressional hearing on the Veterans' Education Amendments of 1986 and the New GI Bill, focus is on the testimony of those who will be most directly affected by its provisions--military recruiters, new recruits, senior noncommissioned officers, and leaders of National Guard and Reserve components. Testimony includes statements and prepared statements of individuals representing the U.S. Army, U.S. Air Force, Air National Guard, Army National Guard, U.S. Air Force Reserves, Colorado National Guard, U.S. Army Reserves, and South Dakota National Guard, as well as representatives in Congress. Appendixes include biographical sketches for a number of the witnesses and written committee questions and their responses. (YLB)

ED 277 889 CE 046 168

Navaratnam, K. K.
Factors Associated with Operational Limitations of Training and Visit System at the Local Level.
PUB DATE- Apr 87
NOTE- 11p.; Paper presented at the Annual Conference of the Association for International Agricultural Education (Chevy Chase, MD, April 24-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Agricultural Education; Developing Nations; *Diffusion (Communication); Extension Agents; *Extension Education; Foreign Countries; *Information Dissemination; Interviews; *Program Effectiveness; Surveys
IDENTIFIERS- *Sri Lanka; *Training and Visit System

A study examined the factors associated with operational limitations of the Training and Visit System, an information diffusion method, at the local levels. A personal interview survey was conducted to gather data required for this study from agricultural extension personnel from three predominantly agricultural areas in Sri Lanka. Stepwise regression analyses were used at 0.01 significance level to determine the degree of influence of independent variables related to both characteristics of extension personnel and the Training and Visit System on the dependent variable, the number of operational problems identified by extension personnel. The study revealed that the number of operational problems was influenced by both independent variable sets. Approximately 16 percent of the variance in the dependent variable was attributable to the individual characteristics of Extension agents, specifically age and satisfaction with being an Extension agent. On the other hand, activities specific to the Training and Visit System influenced nearly 52 percent of variation in the number of operational problems. Study findings were seen as having several useful implications for how administrators and consultants of the Training and Visit System may improve its operational effectiveness at the local level. (YLB)

ED 277 903 CE 046 198

Portnoy, Enid J. Pallant
The Relationship between Age and Preference for Older Instructors.
PUB DATE- Oct 86
NOTE- 65p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Hollywood, FL, October 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adjustment (to Environment); *Adult Students; *Age Differences; *Aging (Individuals); Higher Education; Older Adults; *Student Attitudes; *Student Evaluation of Teacher Performance; Teacher Characteristics

A study examined the attitudes of older college students toward older college instructors. A total of 262 students (who were either previously or currently enrolled in college classes) between the ages of 26 and 80 were asked to complete a 25-item attitude scale. The scale was designed to reflect respondents' attitudes concerning older teachers, older persons in general, and aging. Students were divided into the following age categories: between 26 and 49, 50 and 59, 60 and 69, 70 and 79, and over 80. When these groups were condensed into two general age groups, young and old, the older students seemed slightly better adjusted to aging. For the specific age levels, the scores obtained suggested that the extremes of the age spectrum (those aged 26 to 49 and those between the ages of 70 and 79) had significant differences in their mean adjustment to aging scores. With students between the ages of 26 and 49, a significant relationship emerged between preference for older teachers and aging adjustment score. Students aged 50 to 59 seemed to have the strongest preference for older teachers. In general, the older the student, the weaker the preference for older teachers. Moreover, higher levels of feeling comfortable with the idea of aging were strongly correlated with a weaker preference for older teachers. The study's results suggest that age does not appear as a significant variable in the older student's preferences for a college instructor. This report includes a copy of the survey instrument as well as a nine-page bibliography. (MN)

ED 278 030　　　　　　　　　　　　　　　　CS 210 253

Berner, R. Thomas
Literary Newswriting: The Death of an Oxymoron. Journalism Monographs Number 99.
Association for Education in Journalism and Mass Communication.
PUB DATE- Oct 86
NOTE- 33p.
AVAILABLE FROM- Association for Education in Journalism and Mass Communication, College of Journalism, University of South Carolina, Columbia, SC 29208 ($5.00, single issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Journalism; *Literary Devices; *Literary Styles; *New Journalism; *News Reporting; *News Writing; Writing Evaluation
IDENTIFIERS- *Literary Newswriting

Claiming that literary newswriting is not a contradiction in terms, that is, an oxymoron, this essay examines some of the criteria against which literary newswriting can be measured, defines what constitutes literary newswriting in contemporary newspapers, and explains how it contributes to modern newswriting. The paper argues that (1) modern journalists should no longer categorize stories as hard news, feature, or literary feature because the complexity of life necessitates a variety of writing approaches; and (2) literary newswriting is no less truthful than "objective" journalism and may, in fact, represent reality more accurately than standard newswriting forms. To find out more about the writing styles and reporting methods of literary newswriters, the following stories and reporters are examined: "The Illegal Odyssey of Don Bernabe Garay" (J. M. Crewdson); "Farmers Harvest Fruit of Bountiful Summer" (Mike Sager); "A Job Where Nobody Complains" (Paul Shinoff); "The Suspect: From a Lonely Childhood to a D. C. Jail" (D. C. Drake); "It Was a Day the Brave Men Cried" (D. Wolf); "A Fire on the Mountain: The Story of the Kintzel Brothers" (G. Gaul); "Brutality in the Home: Abused Child Strikes Back" (P. Donahue); and "Egyptians Excluded in Sorrow" (R. B. Cramer). Over 100 end notes are provided. (JD)

ED 278 098 EA 019 084

Preventing and Defending Actions by School District Employees. NSBA Council of School Attorneys Seminar.

National School Boards Association, Alexandria, VA. Council of School Attorneys.

PUB DATE- Aug 86
NOTE- 834p.; Portions of document contain small type.
LANGUAGE- English
EDRS Price - MF05/PC34 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090) Collected Works - Proceedings (021)
DESCRIPTORS- Age Discrimination; Alcoholism; Board of Education Policy; Civil Rights; Communicable Diseases; *Compliance (Legal); *Court Litigation; Dismissal (Personnel); Drug Abuse; Elementary Secondary Education; Employer Employee Relationship; Employment Practices; Equal Opportunities (Jobs); Federal Legislation; Freedom of Speech; *Government School Relationship; Grievance Procedures; *Legal Responsibility; Part Time Faculty; *Personnel Policy; Prevention; *School Law; School Personnel; Sex Discrimination; Teacher Evaluation; Teacher Rights; Women Faculty
IDENTIFIERS- Age Discrimination in Employment Act Amend 1980; Civil Rights Act 1964 Title VII; Equal Employment Opportunity Commission; First Amendment; *Preventive Law

These legal documents and discussions represent a variety of litigations concerning state statutes and federal regulations. Part A, "Preventing a Law Suit," offers suggestions for avoiding employee termination lawsuits and presents documents for teacher evaluation and for teacher termination and grievance hearings. "New and Emerging Issues in School Employment Law," part B, includes eight sections: (1) guidelines, complaint procedures, and court decisions affecting Title VII and sexual harrassment; (2) two reports about preventing First Amendment problems and about employee discipline; (3) federal and state handicap statutes' limitations on Acquired Immune Deficiency Syndrome (AIDS) policies; (4) implications of alcohol and drug abuse for the workplace; (5) significant court decisions concerning discipline of teachers for reasons of immorality; (6) enforcement of the state Public Employee Labor Relations Act; and (7) the status of part-time workers, or "employees at will." Part C, "The Trial," imparts methods for dealing with the Equal Employment Opportunity Commission and for trying a case involving the Age Discrimination in Employment Act. Rules for good witness behavior and for giving a deposition are offered, along with court documents generated during sex discrimination litigation. (CJH)

ED 278 112 EA 019 109

Streifer, Philip A.

Teacher Competency: New Perspectives on Grade Level and Subject Area Variables.

PUB DATE- Apr 86
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). Appendix contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Competence; Elementary Secondary Education; Factor Analysis; Influences; *Instructional Program Divisions; *Intellectual Disciplines; State Surveys; *Teacher Attitudes; Teacher Effectiveness; Teacher Evaluation
IDENTIFIERS- Connecticut; *Teacher Competencies

Data from a 1984 study undertaken to validate 15 teacher competencies for Connecticut's Beginning Teacher Support Program were reanalyzed to determine whether the competencies were applicable to all teachers or were specific to grade levels or subject areas. The original study examined 1733 responses to a survey that asked teachers and administrators to rank the importance of 15 competencies and 70 competency indicators according to their importance as measures of teacher effectiveness. Factor analysis of the data permitted clustering 57 competencies and indicators into 12 constructs. The reanalysis involved comparing the responses of elementary teachers and administrators with those of high school teachers and administrators. The study also compared the responses of high school English teachers with those of high school mathematics teachers. Principal components factor analysis with oblique rotation revealed that the constructs were essentially common across grade levels and subject areas, that the differences that were found did not pose problems of practical significance for teacher evaluation programs using the competencies, but that operational definitions did appear to differ among the comparison groups and deserved careful consideration. Tables display the data, and an appendix presents the complete list of competencies and the reconfiguration of the 57 constructs. (PGD)

ED 278 138 EA 019 137

Heynderickx, James J.

Teacher Selection.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Apr 87

NOTE- 6p.

CONTRACT- OERI-R-86-0003

AVAILABLE FROM- Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.00 prepaid; quantity discounts; Virginia residents add sales tax).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Collected Works - Serials (022) Reference Materials - Bibliographies (131)

DESCRIPTORS- Academic Standards; Administrator Attitudes; Decision Making; Elementary Secondary Education; Employment Interviews; *Employment Practices; Employment Qualifications; Evaluation Criteria; *Evaluation Methods; *Literature Reviews; Personnel Policy; School Personnel; Teacher Effectiveness; Teacher Employment; Teacher Evaluation; Teacher Qualifications; *Teacher Recruitment; *Teacher Selection

A one-page introduction is followed by three pages containing summaries of three journal articles and two documents on teacher selection. Mary Cihak Jensen argues that final selection decisions should be based on multiple information sources, since teaching requires proficiency in many interrelated skills. Superintendent Richard J. Caliendo observes that the selection process and procedures he implemented in Elmont, New York, gather varied information about each candidate. Business and industry have long recognized the importance of matching the appropriate candidate with the job, and Stuart R. Kahl suggests that schools follow these guidelines. Hiring officials should be trained to use a common set of procedures and criteria. Beverly A. Browne and Richard J. Rankin note that academic criteria have become a secondary consideration in many selection systems. Schools determined to raise academic standards should emphasize intellectual ability and candidates' readiness to be held accountable. A study by I. Phillip Young and Herbert G. Heneman III recommends that a school's success in attracting good candidates is influenced by selection officials and procedures. Interviewers' attitudes play a key role in determining whether a teacher will accept a position or turn the school down. (CJH)

Seidenberg, Pearl L.
The High School-College Connection: A Guide for the Transition of Learning Disabled Students. Position Paper Series: Document No. 8.
Long Island Univ., Brooklyn, NY.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 20p.; Long Island University Transition Project--Learning How to Learn: A High School/College Linkage Model to Expand Higher Educational Opportunities for Learning Disabled Students. For related information, see EC 191 722.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Preparation; College Students; Higher Education; High Schools; High School Students; *Interdisciplinary Approach; *Learning Disabilities; Mainstreaming; Models; Parent Role; *Transitional Programs

A three-stage model transition program is proposed for the successful transition to higher education for learning disabled (LD) secondary students. Transition planning is defined as a process initiated by high school personnel to establish and implement a plan upon high school entry for LD students with college potential. Such planning should occur well before the senior year of high school, involve parents, and include interdisciplinary cooperation. The three stages of the process are: (1) high school instruction, (2) planning for transition, and (3) placement into an appropriate college program. The high school functional curriculum should be based on those entry level college skills needed by LD students and on integration into regular college preparatory classes. Individual transition plans should focus on any continuing services the college should be prepared to provide as well as careful selection of the college based on admissions criteria and availability of special services and accommodations. Colleges need to play a more active role in the transition process by assigning individuals to serve as high school liaisons and providing counseling support. Follow-up of students after college placement is important for program improvement. (DB)

ED 278 192 EC 191 748

Jorgensen, I. Skov, Ed.
Educational Rehabilitation.
REPORT NO.- ISBN-87-87558-475
PUB DATE- 86
NOTE- 82p.; English translation by Kenneth Gill, Bob Salter and the Danish section of Rehabilitation International.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- Adults; Attitudes; *Disabilities; Educational Technology; Elementary Secondary Education; Foreign Countries; Mainstreaming; Opinions; *Rehabilitation; Research Needs; *Special Education
IDENTIFIERS- *Denmark

Fourteen author contributed chapters provide an overview of rehabilitation and special education for the disabled from a Danish perspective. Chapters have the following titles and authors: "Handicapped persons right to education, training and employment" (B. Haarder); "Mutual acceptance and empathy between handicapped and non-handicapped persons" (O. Lauth); "Requirements in the physical environment necessary for the integration of the handicapped" (J. Frederiksen); "Unesco and the education of handicapped persons" (L. Saleh); "The education, rehabilitation and integration of disabled people in the European Community" (P. Daunt); "How new technology can help children with special educational needs" (M. Hope); "The new information technology as an aid in the rehabilitation of functionally disordered" (J. Hansen); "Viewing rehabilitation as a whole" (F. Christensen); "The special pedagogical centre for education, training, research, technical aids development and information" (K. Kristensen); "Society's interest in and possibility of limiting the effects of handicaps" (E. Kock-Petersen); "Research in special education" (B. Dyssegaard); "Educational rehabilitation--a question of quality of education and cooperation" (B. Glaesel); "Rehabilitation in an international perspective" (I. Nielsen); and "Remedial teaching and rehabilitation" (F. Bruntt and D. Nielsen). (DB)

Johnson, Dennis; And Others
Electronics Book II.
Elk Grove Unified School District, Calif.
PUB DATE- Sep 86

NOTE- 458p.; For books 1 and 3, see CE 045 748 and CE 045 750.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Bilingual Education; Curriculum Guides; *Electricity; *Electronics; English (Second Language); Lesson Plans; Postsecondary Education; Program Design; Second Language Instruction; *Trade and Industrial Education; *Vocabulary Development; Vocational Education; *Vocational English (Second Language)

This manual, the second of three curriculum guides for an electronics course, is intended for use in a program combining vocational English as a second language (VESL) with bilingual vocational education. Ten units cover the electrical team, Ohm's law, Watt's law, series resistive circuits, parallel resistive circuits, series parallel circuits, magnet, generators and motors, ac/dc electricity, and instrumentation. A lesson plan is provided for each lesson within the unit. Components include teaching materials sources, main concepts (objectives), teaching activities, materials and notes, length of lesson, and evaluation. Other contents of each unit include handouts, such as informational material, homework/assignments, lab experiments, unit tests, glossaries of technical and related general vocabulary, and Vietnamese and Cantonese translations. Numerous drawings and diagrams illustrate the text. (YLB)

ED 277 836 CE 046 055

North Dakota Interagency Cooperative Agreement for Individuals with Handicaps.

North Dakota State Board for Vocational Education, Bismarck.; North Dakota State Dept. of Human Services, Bismarck. Div. of Vocational Rehabilitation.; North Dakota State Dept. of Public Instruction, Bismarck. Div. of Special Education.

PUB DATE- Aug 85
NOTE- 19p.; For a more detailed description of the four-step transition model, see CE 046 054.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Agency Cooperation; Agency Role; Contracts; *Cooperative Planning; Delivery Systems; *Disabilities; Educational Cooperation; Educational Legislation; Program Development; Program Implementation; Recruitment; *Special Education; State Legislation; *Statewide Planning; Student Evaluation; Student Placement; Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- *North Dakota

This cooperative agreement among the North Dakota Department of Human Services (Division of Vocational Rehabilitation and Division of Developmental Disabilities), explains the necessity of providing a coordinated continuum of services to individuals with disabilities and outlines procedures to be followed. Addressed in the individual sections of the agreement are its purpose; the roles and functions of each of the agencies; their service capabilities; their roles and their areas of primary responsibility; the implementation plan for developing and maintaining interagency cooperation (including definitions and responsibilities, training necessary for implementation of the agreement and procedures for monitoring the agreement, obtaining feedback, and conducting annual reviews); and state agreement assurances. The services to be provided by Special Education, Vocational Education, Vocational Rehabilitation, and Developmental Disabilities in the areas of client identification, assessment, individualized program planning, program implementation and training activities, and service delivery systems (including related services) are presented in chart form. The agreement concludes with a diagram of the four-step transition model. (MN)

ED 277 850 CE 046 077

Meyer, Calvin F.; Benson, Robert T.
V-TECS Guide for House Electrician.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 86
NOTE- 365p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Check Lists; *Competency Based Education; *Electric Circuits; *Electricians; *Electricity; Equipment Maintenance; Learning Activities; Lesson Plans; Secondary Education; *Small Businesses; *Trade and Industrial Education
IDENTIFIERS- *Electrical Wiring; Vocational Technical Education Consortium States

This guide is intended to assist vocational educators in providing job-relevant, performance-oriented training for students seeking to become house electricians. The introductory section reviews procedures for using the guide. Provided next are instructional units dealing with the following topics: computing service loads; installing electrical environmental control components, lighting fixtures, service entrances, and switch and outlet boxes; maintaining existing wiring; operating a business; roughing in feeders, branch circuit cables, and circuits; and trimming out (finishing) electrical devices and appliances. Each unit consists of a series of duty sheets and a final performance checklist and test. Duty sheets contain some or all of the following: duty title; performance objective (broken down into a task, task performance standard, source of the standard, and task performance conditions); enabling objectives; recommended resources; suggested teaching activities; a criterion-referenced measure with answers; a practical application; a method of evaluating the practical application; and a performance guide. Appendixes to the guide include a list of duties and tasks; definitions of relevant terms; an equipment list; and bibliographies of the sources of the standards included in the duty sheets, pertinent state-of-the-art literature, and recommended materials. (MN)

ED 277 876 CE 046 139

Bernard, Francoise
Equal Opportunity Counsellors: Professional Training and Profile. Report on a Seminar (Berlin, West Germany, October 30-31, 1985).
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-6559-9
PUB DATE- 86
NOTE- 56p.
AVAILABLE FROM- European Community Information Service, 2100 M Street, NW, Suite 707, Washington, DC 20037 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Career Education; Civil Rights; *Counselor Qualifications; *Counselors; *Counselor Training; *Developed Nations; Equal Education; *Equal Opportunities (Jobs); Equal Protection; Females; Foreign Countries; Sex Discrimination; *Sex Fairness; Vocational Education
IDENTIFIERS- Belgium; Denmark; *Europe; France; Ireland; Italy; Netherlands; United Kingdom; West Germany

This three-part report presents an overview of an international survey and an international seminar at which survey results were disseminated--both on the topic of equal opportunity counselors. Part 1 focuses on the framework structure involved in the implementation of equal opportunities policy. Two types of structure are discussed as developed by various countries: comprehensive (from the point of view of hierarchy between the national and regional levels) and sectoral (relating to various spheres of activity, including the educational system, the world of work, and the overall media environment). Part 2 offers the occupational profile of equal opportunity counselors. The tasks most commonly linked to this post and the skills required for it are highlighted. Part 3 provides a clarification of training requirements. Topics are training characteristics, training content, and training modalities. Appendixes include the questionnaire and lists of seminar participants and speakers. (YLB)

ED 277 947 CG 019 629

Abbey-Harris, Nancy

Homework for Parents and Teens. Family Life Education
Planned Parenthood Association of Santa Cruz County, CA.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
REPORT NO.- ISBN-0-941816-11-7
PUB DATE- 84
NOTE- 78p.
GRANT- 09-H-00260-08-FT-H70
AVAILABLE FROM- Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; Counselors; *Family Life Education; *Homework; *Interpersonal Communication; *Parent Child Relationship; *Parent Participation; Secondary Education; Sexuality

This document presents techniques for family counselors to use in their existing family life education programs to incorporate parent-children communication into those programs. Twenty-four assignments, divided into junior and senior high age levels, are included as an adjunct to classroom programs which provide structured, at-home activities to increase parent-child communication. Each activity includes an introduction, a parent worksheet, and a teenager worksheet. The homework activities are designed to enhance the role of parents in the value formation and guidance of their teenagers by increasing family communication about sexuality. Assignments at the junior high level examine how well teenagers and parents know each other, better communication methods, messages about sex, sex roles, dilemmas, anatomy, music, and saying "no." Homework at the senior high level concentrates on different views, appreciating people, sex roles and dating, love, relationships, saying "no," parenting, anatomy and physiology, birth control, sexually transmitted diseases, and values and decisions. (NB)

ED 278 003 CS 008 668

Monson, Dianne

Effect of Type and Direction on Comprehension of Anaphoric Relationships.

PUB DATE- Mar 82
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; *Developmental Stages; *Language Acquisition; Language Patterns; Linguistics; *Reading Comprehension; Reading Processes; Syntax
IDENTIFIERS- *Anaphora; Test of Syntactic Abilities; *Text Structure

In a study about the comprehension of anaphoric relationships in text, three anaphoric ties in forward (antecedent-anaphor) and backward (anaphor-antecedent) position were examined with attention to developmental trends. A four-school sample was used, three in the United States and one in New Zealand. A test of comprehension of anaphoric relationships in forward and backward position, constructed for use in the study, consisted of four short stories, each between 100 and 150 words in length. The entire test included 24 anaphoric structures, four of each type (pronoun-referent, lexical, substitution/ellipsis) in forward position and four of each type in backward position. Results of the present study indicate that, although there are some differences in the patterns of anaphoric comprehension among the four samples, it is possible to identify trends that hold across the total group. In general, there is a consistent pattern of growth in comprehension from one age level to the next with the proportion correct for the entire group ranging from .28 at age 7 to .43 at age 8; .51 at age 9, .58 at age 10, .59 at age 11, and .56 at age 12. Examination of performance on anaphoric types and directions indicates that substitution/ellipsis structures were most difficult for all age groups and that referent structures were easiest for all except the 7-year-olds who found lexical structures easiest to comprehend. Results also indicate that all age groups except 7-year-olds found forward structures easier to comprehend than backward structures. (NKA)

Reed, Arthea, Ed.
Fact, Fiction and History: The Role of Historian, Writer, Teacher and Reader.
Assembly on Literature for Adolescents, Athens, GA.
PUB DATE- 87
NOTE- 37p.; Theme Issue.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *Adolescent Literature; Authors; Fiction; *History; *Literary Genres; *Literature Appreciation; Nonfiction; Reader Response; Reader Text Relationship; Reading Attitudes; *Reading Habits; Reading Instruction; Role Conflict; Secondary Education; Student Role; *Teacher Role

Focusing on adolescent literature, this issue highlights the role of historian, writer, teacher, and reader in fact, fiction, and history. The following essays are included: "Doing the Literacy Tango" (J. L. Collier); "Biography and Books of James Lincoln Collier and Christopher Collier" (J. Bugniazet); "Fact, Fiction and History: The Role of Historian, Writer, Teacher and Reader" (C. Collier); Two articles in the section on "Fiction: The Past and Present Joined through Literature": (1) "Parallels between Fox's 'The Slave Dancer' and Melville's 'Moby Dick' and 'Billy Budd'" (M. L. Shattuck), and (2) "The Cocoon and the Time Capsule: Uses of the Past in Novels for Young Adults" (C. Hunt); two articles in the section on "History: Bringing It to Life through Adolescent Literature": (1) "'Beyond the Divide': A Springboard for Discussion of Current Concerns of Young Adults" (C. Hammer), and (2) "Historical Fiction Starts with the Student" (L. G. Gober and M. Angelotti); "To Tell the Truth or at Least a Little Nonfiction" (W. G. Ellis); "Bridging the Basics: The Young Adult Novel in a Back-to-Basics Society" (B. G. Samuels, et al.); "The Relationship between Character, Writer and Reader: An Interview with ALAN Award Winner Madeleine L'Engle" (J. Bugniazet); "Nonfiction: News from ALAN and Beyond"; "Still Trixie After All These Years" (E. A. Seay); "The Fervent Prayer of a Tennager's Parent" (R. Peck); "'Now that You Asked...'" (R. Cline and E. Poe); and "The Back Door" (C. Reed). (JD)

Marston, Peter J.; And Others
What Is This Thing Called Love? The Subjective Experience and Communication of Romantic Love.
Arizona State Univ., Tempe. Communication Research Center.
PUB DATE- Feb 86
NOTE- 25p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Tucson, AZ, February 15-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Affection; Affective Behavior; *Attachment Behavior; *Communication Research; Cooperation; *Emotional Experience; Emotional Response; Eye Contact; *Interpersonal Communication; *Interpersonal Relationship; Security (Psychology); *Self Expression; Speech Communication
IDENTIFIERS- Commitment; *Love

A study examined the subjective experience of love (the feelings associated with love and the meanings attributed to these feelings) and the manners in which love is communicated. Face-to-face interviews were conducted with 76 respondents (ages ranged from 21 to 54, with 52% over 30 years old). In the first part of the interview, respondents were asked four questions: (1) What is the feeling of love? (2) What physiological factors or changes are associated with love? (3) If this love has/had a color, what would it be? and (4) If you could say a rhythm expresses/expressed this love, what would it be? In the second section of the interview, respondents were asked to describe how they communicated love to their partner, and how their partner communicated love to them. Cluster analysis revealed six types of romantic love experiences: collaborative love, active love, secure love, intuitive love, committed love, and traditional romantic love. The results support two general conclusions. First, love may be experienced in a variety of different manners: in terms of relational constructs, physiological responses, intuitive perceptions, and/or behavioral actions. Second, there is a strong coherence between lovers' perceptions of love and their reports of how love is communicated. (Author/SRT)

ED 278 152 EA 019 152

DOD Schools: Funding and Operating Alternatives for Education of Dependents. Report to the Congress.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-16
PUB DATE- Dec 86
NOTE- 102p.

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cost Effectiveness; Dependents; *Educational Finance; *Educational Policy; Elementary Secondary Education; Evaluation Criteria; Federal Legislation; *Federal Programs; Federal Regulation; *Federal State Relationship; Needs Assessment; Program Implementation; School District Autonomy; School Districts; School Funds; State Federal Aid; *State Government; State Programs
IDENTIFIERS- *Dependents Schools; Military Dependents

This study investigates three alternative methods in practice for operating and funding the Department of Defense (DOD) dependents' schools that are located in American military installations. Through the Military Construction Authorization Act of 1985, Congress indicated that federal maintenance and operation of dependents' schools was not an exclusive responsibility and might no longer be necessary. The General Accounting Office was directed to evaluate the following alternative practices: (1) the local operation, maintained by school districts on or off installations and funded by federal, state, and local governments; (2) the contract operation, which allows DOD to contract with local school districts and to assume funding; and (3) the coterminous operation, whereby dependents' schools operate as local school districts and funding is shared by the Department of Education and the responsible state government. The recommendation of the study is for the coterminous operation alternative. Chapter 1 of the report discusses funding methods and federal impact aid. Chapter 2 reviews the alternatives and offers recommendations. The coterminous operation is recommended because the federal government would net substantial savings, nine states would assume educational responsibility, and the states' annual funding would increase substantially. Chapter 3 analyzes legal restrictions, discusses the five installations where more than one local school district adjoins the installation, and lists desegregation plans. The document includes numerous tables and seven appendices. (CJH)

Chand, Krishan
Scientific Management: Professional Background in Sciences, Humanities, and the Effectiveness of School Superintendents.
PUB DATE- 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
  Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Characteristics; Administrator Education; Elementary Secondary Education; Scientific Attitudes; *Superintendents
IDENTIFIERS- *Administrator Effectiveness; Scientific Management

Administrators who have been trained in the sciences may be more effective than those who have been trained in the humanities, according to a review of the literature. This paper asserts that the effectiveness of superintendents is a function both of their specific preparation for administration and of their educational backgrounds. The superintendent's effectiveness can be assessed in the areas of planning, organizing, staffing, directing, coordinating, reporting, and budgeting. Scientific management techniques address these areas and may be best used by administrators with scientific training. Comments by numerous writers indicate that not only are the scientific aspects of management better handled by those with scientific training, but the humanistic aspects are better handled as well. A bibliography of 22 references completes the document. (PGD)

Creamer, Don G., Ed.; Dassance, Charles R., Ed.
Opportunities for Student Development in Two-Year Colleges. Monograph Series, Volume 6.
National Association of Student Personnel Administrators, Inc.
REPORT NO.- ISBN-0-93165-08-4
PUB DATE- Sep 86
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Employment Opportunities; Higher Education; Institutional Cooperation; *Professional Occupations; School Community Relationship; *Student Development; Student Personnel Services; *Student Personnel Workers; *Two Year Colleges; Two Year College Students

This monograph, addressed primarily to the concerns of practitioners, was written mostly by two-year college practitioners. Chapter 1, "Opportunities in Legacy" (Charles R. Dassance), discusses qualities of the two-year college, its special commitment to guidance of students, and its commitment to teaching as a primary thrust of educational service. Chapter 2, "Opportunities in Diversity" (Steven R. Helfgot), uses the heterogeneous characteristics of the typical two-year college student to demonstrate how special the two-year college is for practicing student affairs. Chapter 3, "Opportunities Through Interdependence" (Edward W. Phoenix, et al.), contains an analysis of the opportunities provided by the interdependent relationships between two-year colleges and other institutions or segments of society. Chapter 4, "Opportunities in Challenge" (John Cordova and Kay Martens), considers that forces associated with promoting student development in four-year colleges do not have the same consequences in two-year colleges. Chapter 5, "Opportunities in the Future" (Don G. Creamer), analyzes characteristics of a potent learning environment, a proposed standard of organization effectiveness for the profession, and a profile of the new leader needed in the two-year college. Principles for practice are suggested to guide practitioners in two-year colleges. (NB)

ED 277 932 CG 019 614

Nelson, Christine Seipke; Keith, Joanne

Male Early Adolescent Sex Role Attitude and Behavior Development: A Life Span, Ecosystem Approach.

SPONS. AGENCY- Michigan State Univ., East Lansing. Agricultural Experiment Station.; Michigan State Univ., East Lansing. Cooperative Extension Service.
PUB DATE- 83
NOTE- 21p.; Research also supported by the Michigan State University, Department of Family and Child Ecology and Michigan 4-H Youth Programs. For related document, see CG 019 524.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescent Development; *Adolescents; Attitude Measures; Behavior Theories; Elementary Education; *Males; Models; Parent Attitudes; *Parent Influence; *Preadolescents; *Sex Role; Sexual Identity; *Traditionalism

Theory and research related to early adolescent sex role development needs to be addressed from both a life-span and an ecological perspective. A study was conducted to examine the development of male early adolescent sex role attitudes and behaviors in an ecological context. Data were the results of a state-wide survey of 10- to 14-year-old males (N=146) and their parents conducted in Michigan in 1983. Youths were interviewed in their homes and parents responded to a questionnaire. Subjects were selected using a stratified multi-stage cluster sampling technique. Hierarchical multiple regression was used to test both early adolescent sex role attitude development and behavior development models. The model for male early adolescent sex role attitudes was significant. The level of traditionalism of male early adolescent sex role attitude development was significantly influenced by the level of traditionalism of the mother's sex role attitudes in interaction with the level of closeness that the son reported feeling about the mother, and the mother's and father's perceptions of their son's pubertal age. The model for male early adolescent sex role behavior was not significant. (Author/NB)

Howze, Elizabeth H.
Social Support and Health Maintenance among Older Married Women.
PUB DATE- 21 Nov 86
NOTE- 12p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Drinking; *Females; *Mental Health; Obesity; *Older Adults; *Physical Health; Smoking; *Social Networks; *Social Support Groups; Spouses

Research in the areas of social networks and social support has illustrated some of the complex ways in which those areas contribute to health. A study was conducted to examine the structure of social support among older women, its influences on physical and emotional health status and on behaviors associated with increased risk of chronic disease, specifically smoking, obesity, and alcohol use. Married women (N=1,096) between the ages of 65 and 74 were interviewed. Two-thirds of the respondents reported their physical health to be good or excellent. Eighty-seven percent reported having good to excellent emotional health. Prevalence of smoking and alcohol use was low. The results of the study showed affective and instrumental support to be a single dimension of social support, at least in primary relationships. The observation that women with strong social support from husband, relatives, and friends had significantly different and higher self-appraised physical health status scores than did women with low social support can suggest that social support promotes health and/or that good health enables social support. The evidence suggests the importance of maintaining good physical health through positive health practices and of maintaining good emotional health by cultivating a strong support system. (NB)

ED 277 976 CS 008 593

Walker, Barbara J.
Diagnostic Lessons as Assessment.

PUB DATE- Aug 86
NOTE- 19p.; Paper presented at the Annual Meeting of the Plains Regional Conference of the International Reading Association (14th, Rapid City, SD, August 6-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; *Classroom Environment; *Diagnostic Teaching; *Diagnostic Tests; Elementary Secondary Education; *Reading Diagnosis; *Reading Instruction; *Teacher Student Relationship; Teaching Methods

Embedded in a sensitive instructional context rather than a stifling testing atmosphere, diagnostic lessons provide assessment that is reliable, practical, valid, and efficient. In this type of assessment, there are several determiners of instructional placement: (1) students' propensity to adapt strategies as a result of specified instruction, (2) the teacher investment necessary to engage the student in an active interpretation of text, and (3) the amount of task modification necessary tc create the desired reading change. When assessment and instruction interface, the teacher evaluates the dynamic interplay of the following components of the two processes: task, situational context, method of instruction, child's strategies, and text. Generally, diagnostic lessons provide a three-stage procedure for assessing students' ability to profit from instruction. The first stage establishes a baseline performance level based on an "at sight," unassisted reading of the first section of a selected text. During the second stage, instructional hypotheses based on this reading are implemented as students are taught the middle section of the text. The final stage determines the reading growth resulting from modifications made during instruction. If the instruction was appropriate, students should be able to read the text near the independent reading level. Twenty references are listed. (JD)

ED 277 990 CS 008 641

O'Hear, Michael F., Ed.; And Others
Journal of College Reading and Learning, Volume XIX, 1986.
Western Coll. Reading and Learning Association.
PUB DATE- 86
NOTE- 137p.; Papers presented at the Annual Meeting of the Western College Reading and Learning Association (19th, Los Angeles, CA, March 20-23, 1986). For Volume XVIII, see ED 267 376.
AVAILABLE FROM- Western College Reading and Learning Association, P.O. Box 4576, Whittier, CA 90607 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Higher Education; *Learning Processes; *Reading Instruction; Reading Research; *Reading Skills; *Study Skills; *Teaching Methods

Addressing issues on developmental education, instructional and learning methods, learning assistance and academic support, and reading and research, this issue of the Journal of College Reading and Learning includes the following articles: "Moving the Mountain to Mohammed: Study Skills Tutoring in the Residence Halls" (J. L. Rogers); "Memory Models: Perspectives for Study Skills Instruction" (P. Mulcahy); "General vs. Adjunct Reading/Study Skills Instruction for a College History Course" (M. K. Elliott and M. Fairbanks); "Creating a Hierarchy of Verbal Analogy Relationships: A Beginning" (J. N. Hopper); "Identifying Native American Learning Skills" (J. Wauters and others); "A Three-Dimensional Approach to Test-Taking Instruction" (S. U. Gibson); "Reading, Writing, and Reasoning for Health Science Majors" (P. Cervi and S. Schaefer); "Teaching of Problem Solving Skills" (S. Bosworth); "Prospects for Improving Higher Education" (C. Bogue); "Self-Efficacy and Reading Achievement" (D. D. Marsh and D. M. Penn); "Developmental Writing Courses: A Vehicle for Teaching Writing across the Disciplines" (R. Austin); "Reading Students' Invisible Texts: Evaluating Writing Processes" (B. Tomlinson and P. Mortensen); "Adjunct Coursework at San Jose State University" (D. Sanidad and others); "The Road Map: An Organizational Approach to Study-Reading Content Material" (M. B. Hess); and "Preparing for the Year 2001 Emerging Challenges: Opportunities for Renewal" (J. S. Green). A subject index is included. (JD)

ED 278 017 CS 210 198

Goodman, Yetta M.; Wilde, Sandra
Writing Development in Third and Fourth Grade Native American Students (Social Context, Linguistic Systems, and Creation of Meaning). A Research Report. Program in Language and Literacy Occasional Paper No. 14.
Arizona Univ., Tucson. Coll. of Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 64p.
GRANT- NIE-G-81-0127
AVAILABLE FROM- Program in Language and Literacy, College of Education, Room 504, University of Arizona, Tucson, AZ 85721 ($3.00 including postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indian Education; *American Indians; Child Development; Cultural Background; Elementary Education; Grade 3; Grade 4; Language Patterns; Language Processing; Language Usage; Research Methodology; *Social Cognition; *Syntax; Writing Evaluation; Writing Improvement; *Writing Processes; *Writing Research; *Written Language
IDENTIFIERS- *Papago (Tribe)

Focusing on children's production of written language, a two-year study, conducted on the Oodham (Papago) Indian Reservation in Arizona, explored social context, linguistic systems, and the creation of meaning as aspects of the writing process. Ten American Indian children in third and fourth grade provided over 200 stories that formed the basic reseaerch material for this study. The primary tool of data analysis involved putting information about each story into a format suitable for computer manipulation. The social context was explored through a description of both classroom settings and the kind of verbal and nonverbal behavior children engage in as they write. In an analysis of the linguistic systems used in writing, the syntax in students' compositions was analyzed by looking at the length of their t-units, clauses, and phrases, and unusual and anomalous syntactic structures. An analysis of children's orthographic features considered how they used and controlled such factors as spelling, punctuation, capitalization, and letter formation. The analysis also identified the extent to which conventional and invented forms are used and explored patterns involving high and low frequency words in spelling and types of invented spelling. Variables discussed in regard to the creation of meaning included ownership and involvement, topic choice and development, genre, and stylistic choices. Findings emphasized the complexity of the creation of meaning. Statistical tables are included, as well as samples from children's handwritten stories. (JD)

ED 278 073 CS 505 484

Rubin, Rebecca B.; Graham, Elizabeth

Communication Determinants of College Success: An Exploratory Investigation.

PUB DATE- Nov 86
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Entrance Examinations; College Preparation; *College Students; *Communication Apprehension; *Communication Research; *Communication Skills; Grade Point Average; Grade Prediction; Higher Education; *Interpersonal Communication; Listening Skills; School Effectiveness; Secondary Education; Speech Communication; Student Evaluation
IDENTIFIERS- Communication Competency Assessment Instrument

To examine the developmental process of communication competence and the resulting relationship between competence and college success, a longitudinal study of college students was undertaken. In this study, pertinent background factors and measures of communication skills were collected on the same population over the course of a student's college career. Although this longitudinal study is only partially complete, with two of the four years of data having been collected, some indications are already apparent. Results have indicated that, at the end of the first year, high school communication experiences seem to be intricately linked to grade point average (GPA), interaction involvement, communication apprehension, and most importantly, communication competence. However, the number of college classes in speech was not closely related to second-year CCAI scores. Second, the results indicated that communication competence is closely related to verbal ability. Third, results indicated that the best predictor of GPA was the Communication Competency Assessment Instrument (CCAI). Fourth, the predisposition of communication apprehension was also found to be significantly related to communication competence. A major finding of the study is that communication predisposition measures were very stable over the course of the year; students did not change their views of communication apprehension, interaction involvement, or communication abilities over time. An argument is made for more objective methods of assessing communication competence. Self-report measures are too subjective; individuals do not appear to be good judges of their own communication competence. (SRT)

ED 278 086 EA 019 033

Wirt, Frederick; And Others
Multiple Paths for Understanding the Role of Values in State Policy.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 26p.; An earlier version of this paper was presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
GRANT- NIE-G-83-0020
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Content Analysis; Cultural Context; Decision Making; *Educational Policy; Elementary Secondary Education; Formative Evaluation; Organizational Theories; Political Attitudes; Political Power; *Politics of Education; Public Opinion; Research Methodology; Research Needs; Research Problems; Social Science Research; Social Theories; Sociocultural Patterns; State History; *State Norms; *State School District Relationship; State Surveys; Statistical Analysis; *Values
IDENTIFIERS- Process Analysis; *Values Research

In a comparative analysis of values in state education policy, this paper demonstrates the need for a multifaceted methodology to understand the complexity that characterizes state sociopolitical systems. The paper refers to a study of education policy values among six states in its analysis. Identifying values and their influence form the central research questions in policy analysis. The methodology of quantitative covariation measures variables to account for policy variations; however, the focus upon selected realities excludes non-quantifiable variables of theoretical relevance. Code analysis focuses on state statutes and upon content analysis to derive historical values' interrelationships. Most states have altered value emphasis over recent decades, although the value of choice persists. Constituents' values influence policy elite through broad and narrow concerns. Quantitative and code analyses examine substative policies, but a third path describes the process that produces them. The process-oriented method deals with the perceived influence of constituents' values upon policymakers and discovers their implicit assumptive worlds. A handful of central domains can structure the assumptive worlds that are embedded within the myriad of informal accounts that appear within and among the states; analysis elucidates cultural elements in policy context. A multiple approach maximizes methodologies that ask different questions to yield different answers about complex interactions of behavior and value in political systems. Twenty-eight references are appended. (CJH)

ED 278 126 EA 019 124

Staff in Public Elementary Schools, Secondary Schools, and School
Systems, Fall 1984. Bulletin OERI.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-86-108b
PUB DATE- Jan 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; Data; *Definitions; *Demography; Elementary Secondary Education; *Employment Statistics; Librarians; *National Surveys; *Personnel; *Public Schools; School Counselors; School Districts; State Surveys; Teacher Aides; Teachers
IDENTIFIERS- *Support Services

In fall 1984, about 3.9 million full-time equivalent (FTE) staff personnel were employed in public elementary and secondary schools in the 50 states and the District of Columbia. This is a decrease of 0.4 percent, or about 1,600 employees, from FTE staff employed in fall 1983. This bulletin gives the number of staff in FTE's and reports the data on staff assignments in two categories: instructional staff (teachers and instructional aides) and support services staff (local education agency (LEA) officials and administrators, guidance counselors, librarians, and all other support services staff). The bulletin includes definitions of the following staff assignments: instructional (teacher) aides, officials and administrators, guidance counselors/directors, librarians, school administrative support staff, and all other support services staff. Five tables cover the following topics: states with an increase and states with a decrease in number of teachers, fall 1983 to fall 1984; the number and percent of staff employed by public school systems, by type of staff and by state, for 50 states and the District of Columbia in fall 1984 and in fall 1983; and the number and percent of change in staff employed by public school systems, by type of staff and by state, for 50 states and the District of Columbia in fall 1984. (IW)

ED 277 823 CE 045 750

Johnson, Dennis; And Others
Electronics Book III.
Elk Grove Unified School District, Calif.
PUB DATE- Sep 86
NOTE- 457p.; For books 1 and 2, see CE 045 748-749.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Bilingual Education; Curriculum Guides; *Electricity; *Electronics; English (Second Language); Lesson Plans; Postsecondary Education; Program Design; Second Language Instruction; *Trade and Industrial Education; *Vocabulary Development; Vocational Education; *Vocational English (Second Language)

This manual, the third of three curriculum guides for an electronics course, is intended for use in a program combining vocational English as a second language (VESL) with bilingual vocational education. Ten units cover AC fundamentals, circuit protection devices, low voltage circuits, communication systems, graphic illustrations, house wiring, electrical energy and power, inductance, capacitance, and R, C, and L circuits. A lesson plan is provided for each lesson within the unit. Components include teaching materials sources, main concepts (objectives), teaching activities, materials and notes, length of lesson, and evaluation. Other contents of each unit include handouts, such as informational material, homework/assignments, lab experiments, unit tests, glossaries of technical and related general vocabulary, and Vietnamese and Cantonese translations. Numerous drawings and diagrams illustrate the text. (YLB)

ED 277 863 CE 046 105

Employment and Training Programs for Veterans in the Department of Labor. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

PUB DATE- 16 Jul 86

NOTE- 184p.; Serial No. 99-57. Parts of this document contain small type.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Education; Employment Problems; Employment Programs; *Employment Services; Federal Government; *Federal Legislation; Federal Programs; *Government Role; *Job Training; *Veterans

IDENTIFIERS- Congress 99th; *Department of Labor; Employment Service

This document contains proceedings of a congressional hearing to review the employment programs for veterans administered by the Department of Labor. Its purpose is also to discuss structural and procedural changes being contemplated by that Department that could affect the delivery of services to veterans and perhaps jeopardize veterans' priority in service delivery. Testimony includes statements and prepared statements by individuals representing Veterans' Employment and Training, Department of Labor; Employment Standards, Department of Labor; Employment and Training Administration, Department of Labor; Veterans' Affairs Committee, Interstate Conference of Employment Security Agencies; South Carolina Employment Security Commission; Georgia Department of Labor; Missouri Division of Employment Security; National Legislative Commission, the American Legion; National Economics Commission, the American Legion; AMVETS; Disabled American Veterans; National Legislative Service, Veterans of Foreign Wars (VFW); National Veterans Service, VFW; and Vietnam Veterans of America. Appendixes include written committee questions and their responses. (YLB)

Aist, Eugene H.
The Effects of a Mandatory Participation Requirement on Participants' Attitude toward a Professional Development Program.
PUB DATE- Feb 87
NOTE- 12p.; Paper presented at the Annual Sharing Conference of the Southern Regional Faculty and Instructional Development Consortium (8th, Atlanta, GA, February 1987). Paper based on research by Eugene Aist and Miles W. Collier.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Comparative Analysis; Elective Courses; Faculty Development; Incentives; *Motivation Techniques; Postsecondary Education; *Professional Continuing Education;

*Professional Development; Required Courses; State Surveys; *Teacher Attitudes; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Arkansas; *Mandatory Continuing Education

A study examined the effects of a mandatory participation requirement on participant attitude toward and subsequent progress in a professional development program. Eight of the 24 schools in the Arkansas postsecondary vocational-technical school system were selected for the study. Participation in a professional development program was mandatory for those instructors hired after program implementation. Those hired prior to implementation were exempt from the mandatory participation requirement but were encouraged to participate voluntarily. An attractive incentive program for participation applied to both groups. Instructors and administrators completed a 48-statement instrument based on a 5-point response scale. Survey return rate was 100 percent. Progress was defined as the number of self-instructional Performance-Based Teacher Education curriculum modules an instructor had completed (out of a total of some 125). Data indicated that administrator attitude toward the program had no effect on or, in fact, had a negative influence upon instructor attitude. Regardless of the means used to ensure participation, instructor attitude toward the program had a high degree of effect on that instructor's progress within the program. No significant difference existed between attitudes expressed by or the progress of instructors whose participation was mandated and those who participated voluntarily. (YLB)

ED 278 031   CS 210 256

Campbell, Janet
Story Pictures (Draw Me a Story): Using Children's Drawings to Develop Writing Skills of Blackfoot Indian Children.
PUB DATE- 86
NOTE- 51p.; A course designed at Old Sun Indian School, Blackfoot Reserve, Alberta.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Education; *Childrens Art; Course Descriptions; Creative Teaching; *Freehand Drawing; Grade 1; Illustrations; Primary Education; *Story Telling; Teaching Methods; *Writing Exercises; Writing Instruction; Writing Skills
IDENTIFIERS- *Blackfoot (Tribe); *Story Pictures

Designed to expand children's artistic and reading/writing abilities while developing their ability to draw, tell, and write stories, this paper describes a "story-picture" program for first grade Blackfoot Indian children. General cognitive, perceptual and psychomotor, and affective skills are listed as the course's intended learning outcomes. Each lesson details specific learning outcomes, followed by an outline of teaching strategies for accomplishing these objectives. Lessons cover (1) initiating the story-picture program; (2) reviewing the formation of both capital and lowercase letters of the alphabet; (3) letters, words, sentences, and "directionality" principles; (4) punctuation, including the period, comma, and quotation and question marks; (5) contractions and possessives; and (6) independent writing and reading. Two rating scales for evaluating students' writing are presented: a beginning writing scale provides a rating technique for observing students' early progress and covers language level, directional principles, and message quality; while a holistic scoring guide allows for rating based on how students' stories read (smoothly or unevenly). A bibliography of helpful resources is included. A writing observation guide and a discussion of diagnostic analysis and focused teaching are appended. (JD)

ED 278 099 EA 019 095

Haynes, Felicity
The Limits of Authority.
PUB DATE- Sep 86
NOTE- 22p.; Paper presented at the Annual Meeting of the Philosophy of Education Society of Australasia (Armidale, New South Wales, Australia, September 1-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoritarianism; Cognitive Development; Educational Attitudes; Educational Change; Educational Philosophy; Elementary Secondary Education; Foreign Countries; *School Role
IDENTIFIERS- Australia; *Authority; *Knowledge

Authority is legitimized by the willingness of those subject to it to accept it. Authoritarianism develops when those subject to authority must be coerced into accepting it. This paper argues that to maintain legitimate authority and avoid becoming authoritarian, educators, educational institutions, and educational systems must be willing to change to satisfy the evolving needs of the people they educate. The paper looks at the ways in which knowledge can be defined and categorized and at social developments that change the values of different categories of knowledge. Also considered is the extent to which the criteria and methods used in assessing knowledge acquisition can influence the nature and consequent value of the knowledge taught. The paper questions the relevance of reforms made in the name of quality. Some implications of and challenges to Piaget's theory of cognitive development are also reviewed as they affect common assumptions about the ways knowledge can be categorized, transferred, and valued. The paper concludes by noting the dilemma faced by educators wishing to respond to the unique demands of groups within the society while encouraging socially beneficial communication among these groups. Illustrations of educational authority and authoritarianism are provided from Australian experience. (PGD)

ED 278 113 EA 019 110

Hess, Fritz, Ed.
Guidebook for School Administrators.
New York State Council of School Superintendents, Albany.
PUB DATE- Jan 86
NOTE- 539p.
AVAILABLE FROM- Publication Sales, New York State Council of School Superintendents, 111 Washington Avenue, Room 404, Albany, NY 12210 ($35.00).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; Board Administrator Relationship; Budgeting; Collective Bargaining; Computer Uses in Education; Contracts; Curriculum Development; Declining Enrollment; Discipline; *Educational Finance; Educational Planning; Elementary Secondary Education; Government School Relationship; Inservice Teacher Education; Insurance; Investment; Leadership Qualities; Minority Group Children; Purchasing; *School Administration; School Community Relationship; *School Districts; *Special Education; State Aid; Student Transportation; *Superintendents
IDENTIFIERS- New York

To provide guidance and advice regarding day-to-day responsibilities of new and experienced school administrators and superintendents in New York State, this compendium of knowledge and advice submitted by practitioners is presented with emphasis on all major aspects of superintendency. The section on general aspects of superintendency includes "The Essence of School Leadership" (Fritz Hess); "Do's and Don'ts for the Superintendent" (Richard W. Moomaw and Charles C. Aquino); "Models of School Management" (Jerry J. Cicchelli); "Leadership and Management in a BOCES District" (Clifford N. Crooks); and "The Superintendent's Contract" (Dennis G. O'Hara). In the section on governance in the school district are "Superintendent-School Board Relationships" (Robert W. Heller) and "Boardsmanship from the Superintendent's Perspective" (Joseph Executive). The section on planning includes "Planning in the Local School District" (Laura R. Fliegner) and "Declining Enrollment in the School District" (Katherine E. Keough). The section on curriculum has "Developing a Curriculum Management System" (Richard D. Hibschman) and "Computers in Instruction" (Judith Lasher Duken and Joeseph S. Verdone.) The section on student affairs includes "Discipline in American Schools" (Donald C. Parker); "Working with Minority Students" (Daniel A. Domenech); and "Special Education in the School District" (Ann P. Myers). "Faculty Study: Essential Ingredients" (Ira J. Singer) and "Collective Negotiations" (John J. Keough) are presented in the section on personnel. In the section on facilities is "Facilities Planning and School District Reorganization" (Basil L. Hick). The section on school business management includes "School District Budgeting" (August E. Cerrito); "State Financial Aid" (Larry Steinhart and Janice Biros); "Investment of District Funds" (James Barnes); "Purchasing in the School District" (Charles Button); "Insurance in the School District" (Paul Jensen); and "Pupil Transportation in New York State" (Lee Comeau). In the section on school-government relationships are "Relations with Local Governments" (Joan M. Raymond) and "Relationships with State and Federal Governments" (Donald H. Layton and John E. Sackett). The section on school-community relationships includes "Community Relations for the Superintendent" (Thomas Sobol) and "Working with Special Interest Groups" (Joshua Segal). In the final section, Dennis G. O'Hara cites pertinent legal and regulatory provisions. (WTH)

ED 278 139 EA 019 138

Training and Selecting Principals. The Best of ERIC on Educational Management, Number 87.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 87
NOTE- 5p.
CONTRACT- 400-86-0003
AVAILABLE FROM- Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Administrator Characteristics; *Administrator Education; Administrator Evaluation; Administrator Qualifications; *Administrator Selection; Educational Research; Elementary Secondary Education; Employment Practices; Employment Qualifications; Evaluation Criteria; Inservice Education; Leadership Styles; Leadership Training; Literature Reviews; *Principals; *School Effectiveness; State Programs

Included in this annotated bibliography of 11 publications on training and selecting principals are reports assessing various approaches and their relationship to school improvement. One article proposes a training model based on contingency theory. A sourcebook reviews hiring practice inadequacies and alternatives and recommends Hillsborough County's (Florida) methods. Improvement in training and selection was recognized at the Southern Regional Educational Board's conference, which is summarized. A principal's positive experience following an assessment center program is followed by another article demonstrating that successful principals evolve through four stages that should be part of inservice programs. The author of a literature review concludes that administrators should hire principals who are "boat rockers." A report focuses on leadership styles and use of a training model. Another report stresses that field-based preparation should close the gap between training and employment. An article describes an internship program developed by a South Carolina district and the University of South Carolina. Two companion articles portray Maryland's program for improving selection and training and provide ingredients for effective assessment. A concluding selection reminds administrators that choosing a principal requires sound planning. (CJH)

ED 278 166 EA 019 167

Hershfield, Allan F.
Distance Education: The Promise and the Confusion!
PUB DATE- Jul 86
NOTE- 15p.; Paper presented at the Annual International Conference on Improving University Teaching (12th, Heidelberg, West Germany, July 15-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cost Effectiveness; *Distance Education; Educational Planning; *Educational Technology; Elementary Secondary Education; Postsecondary Education; Programing (Broadcast); Telecommunications; *Telecourses
IDENTIFIERS- Alaska; Learn Alaska Network

Large amounts of money can be wasted and serious disillusionment with the potential of distance education can set in when agencies decide to install extensive and expensive telecommunications systems before they conduct adequate planning. The State of Alaska spent $30 million to purchase and install the equipment for the Learn Alaska Network, a system designed to enhance educational opportunities from the elementary to the postsecondary level for 30,000 Native Alaskans living in remote areas. Only a little more than $200,000 per year was allocated to programing, however, despite evidence from experiences in Great Britain, Canada, and other parts of the United States that such levels of support were completely inadequate. If Alaska had followed an appropriate planning model, the costs of the program would have been recognized as too high relative to the benefits, and the original investment would not have been made. Such planning models involve asking such questions as who the clients are, what problems they face, what kinds of programs can help them, who can develop the programs, what delivery systems are available, what geographic factors affect delivery, what costs and support are involved, how long the project will take, and what contingencies to consider. (PGD)

ED 278 179 EC 191 724

National Conference on Autism: Conference Proceedings (Rockville, Maryland, April 2-4, 1985).

Arkansas Univ., Hot Springs. Arkansas Rehabilitation Research and Training Center.

SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- 86
NOTE- 127p.
GRANT- G0083C0010/03
AVAILABLE FROM- Arkansas Research and Training Center in Vocational Rehabilitation, Publications Department, P.O. Box 1358, Hot Springs, AR 71902 ($6.00, Publication No. 1303-40).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; *Autism; College Faculty; Counselor Training; *Educational Needs; Employment Services; Evaluators; *Human Services; Job Training; *Professional Development; Rehabilitation Programs; Sheltered Workshops; State Agencies; *Vocational Rehabilitation; Welfare Services
IDENTIFIERS- Supported Work Programs

A national conference on autism, attended by agency staff, organization staff, advocates, and parents of children and adults with autism, consisted of paper presentations, site visits, and small group reports and recommendations. This volume of proceedings includes papers with the following authors and titles: (1) "An Overview of the Rehabilitation of Persons with Autism" (A. M. Donnellan); (2) "New Concepts of Autism and Related Disorders" (M. B. Denckla); (3) "The Vocational Rehabilitation System" (P. Griswold); (4) "Critical Dimensions of Non-Sheltered Employment Models" (M. D. Smith); (5) "A Supported Work Approach to Competitive Employment of Individuals with Moderate and Severe Handicaps" (J. Hill); (6) "Staff Development and Training" (G. Mesibov); (7) "Legislative, Regulatory and Financial Issues Affecting the Rehabilitation and Vocational Achievement of Persons with Autism" (F. Laski); and (8) "Autism Services: A Blueprint for the Future" (D. Fenderson). Small group reports present recommendations about legislative, regulatory, and financial issues related to the provision of vocational rehabilitation services to persons with autism (Group I); nonsheltered employment models (Group II); adult service systems (Group III); and rehabilitation personnel preparation regarding autism (Group IV). Appendixes present an overview of the Community Services for Autistic Adults and Children Vocational Program and lists of members of the Autism Program Planning Committee, sponsors, coordinators, conference faculty, and conference participants. (CB)

ED 278 193 EC 191 749

Arnold, Mit
The Role of the Parents in Transition Planning and in Adult Services.
PUB DATE- 84
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; Agencies; *Developmental Disabilities; Disabilities; Education Work Relationship; *Interdisciplinary Approach; *Parent Education; *Transitional Programs
IDENTIFIERS- University Affiliated Facilities

The paper examines the role of parents in the transition of developmentally disabled or otherwise handicapped persons into adult services. Because parents play an important role on the interdisciplinary team, parent training is important. This training can come in the form of university credit courses, workshops and mini-courses, self-help groups, and parent information networks. Such programs exist across the country. Obstacles to parent training include attitudes of professionals who assign all expertise and authority to the professional team, the lack of a coordinating agency to guide parents through the maze of available adult services, differing parental needs for adult disabled children, and lack of data concerning the needs of disabled adults. No mechanism currently exists to target state-of-the-art program information to parents of adults with disabilities; however, University Affiliated Facilities are well positioned to overcome obstacles to parent training in adult services through their programs of interdisciplinary training, exemplary service, and information dissemination. (DB)

ED 277 851 CE 046 078

Meyer, Calvin F.; Benson, Robert T.
V-TECS Guide for Small Engine Repair.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 86
NOTE- 334p.

LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Check Lists; *Competency Based Education; *Electric Circuits; *Equipment Maintenance; Learning Activities; Lesson Plans; Retailing; Secondary Education; *Small Engine Mechanics; *Trade and Industrial Education
IDENTIFIERS- Vocational Technical Education Consortium States

This guide is intended to assist vocational educators in providing job-relevant, performance-oriented training in small engine repair. The introductory section reviews procedures for using the guide. Provided next are instructional units dealing with the following topics: organizing and planning; supervising; selling lawnmowers, chain saws, and outboard motors; using a parts inventory; maintaining shop tools and equipment; servicing, maintaining, and repairing fuel systems; servicing and maintaining charging circuits, starting circuits, manual starters, and ignition systems; overhauling small engines; servicing and maintaining lawnmower assemblies, chain saw assemblies, and outboard engines, drives, and accessories; and servicing and repairing blade brake systems. Each unit consists of a series of duty sheets and a final performance checklist and test. Duty sheets contain some or all of the following: duty title; performance objective (broken down into a task, task performance standard, source of the standard, and task performance conditions); enabling objectives; recommended resources; suggested teaching activities; a criterion-referenced measure with answers; and a performance guide. Appendixes to the guide include a sequenced task list; definitions of relevant terms; a tool and equipment list; bibliographies of the sources of the standards included in the duty sheets, pertinent state-of-the-art literature, and materials recommended by the South Carolina Writing Team. (MN)

ED 277 904 CG 019 584

Bergquist, Diane K.; And Others
Women's Attitudes and Educational Aspirations.
PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aspiration; College Students; Daughters; *Employed Women; *Females; Higher Education; Majors (Students); Mothers; Parent Child Relationship; *Role Models; *Sex Role; *Student Attitudes; *Student Educational Objectives

If theories of career decision-making among women are to emerge, research needs to investigate how the need to balance work and family roles affects women's career decisions. A study was undertaken to learn more about college women's attitudes toward their mothers, sex roles, higher education, and careers. College women (N=109) completed the Revised Fand Sex-Role Attitude Inventory (Fand-R), the Career Choice Questionnaire, and the Role Model Questionnaire. Fand-R measures self-orientation (a desire to formulate a personal identify and to fulfill personal potential) and other-orientation (the indirect realization of self through fostering the fulfillment of the "other," e.g., husband, children). The results revealed that students labeled as having nontraditional majors were no more self-oriented in their attitudes toward women's roles than were students labeled as having traditional majors. Other findings showed that daughters of working mothers tended to have higher educational aspirations than did daughters of nonworking mothers. Subjects labeled nontraditional did not perceive their mothers as positive role models. Future research needs to examine the role models that women emulate, the importance women place on interpersonal and family relationships at different stages in their development, and the factors that influence their career decision-making. (NB)

ED 277 948 CG 019 630

Nelson, Mary, Ed.; Clark, Kay, Ed.
The Educator's Guide to Preventing Child Sexual Abuse.
REPORT NO.- ISBN-0-941816-17-6
PUB DATE- 86
NOTE- 215p.

AVAILABLE FROM- Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Abuse; Community Involvement; Elementary Secondary Education; Family Relationship; Legal Responsibility; *Prevention; *School Role; *Sexual Abuse

This collection of articles was created to give professionals and educators an informed overview of current issues in the field of child sexual abuse prevention. Articles are grouped under the headings of Introduction, Issues in Child Sexual Abuse Prevention, and Guidelines for Prevention Education and include: (1) "Prevention Education in Perspective" (Carol A. Plummer); (2) "Thinking about Prevention: A Critical Look" (Sandra Butler); (3) "A History of the Touch Continuum" (An Interview with Cordelia Anderson); (4) "Myths, Fairy Tales and Films" (Florence Rush); (5) "The Child as Sex Object: Images of Children in the Media" (Jean Kilbourne); (6) "What Happens to Victims of Child Sexual Abuse?" (Lynn B. Daugherty); (7) "Legal Interventions and Reforms in Child Sexual Abuse Cases" (Josephine Bulkley); (8) "Child Sexual Abuse Prevention: Keys to Program Success" (Carol A. Plummer); (9) "Training Teachers to Be Partners in Prevention" (Ann Downer); (10) "The Role of the Teacher in Preventing Child Sexual Abuse" (I. Lorraine Davis); (11) "Parents as Primary Prevention Educators" (Caren Adams and Jennifer Fay); (12) "Guidelines for Selecting Prevention Resources" (Jennifer Fay); (13) "Considering Children's Developmental Stages in Prevention Education" (Caren Adams); (14) "The Role of Theater in Prevention Education" (Don Yost and Elaine Schertz); (15) "Prevention in an Hispanic Community" (Geraldine A. Crisci and Maria Idali Torres); (16) "Prevention for Children with Disabilities" (Ellen J. Shaman); (17) "Evaluating Prevention Education Programs" (Jon Conte); (18) "New Myths about Child Sexual Abuse" (Mary Ellen Stone); and (19) "Implications for Theory, Research and Practice" (David Finkelhor). Also included is an alphabetical listing of descriptions of 19 prevention program concepts. An overview of reporting, what happens when a report is made, definitions, sexual abuse indicators, a bibliography, contributors, and a program index are appended. (NB)

ED 278 004 CS 008 670

Douglass, Malcolm P., Ed.
Reading: The Quest for Meaning; Proceedings of the Claremont Reading Conference (54th, Claremont, California, March 14-15, 1986). Fiftieth Yearbook.
Claremont Graduate School, Calif.
REPORT NO.- ISBN-0-941742-04-0
PUB DATE- 86
NOTE- 379p.; Title represents the special conference theme for 1986. The continuing theme is listed as "Reading, the Process of Creating Meaning for Senses Stimuli."
AVAILABLE FROM- Claremont Reading Conference Yearbook, Harper 200, Claremont Graduate School, Claremont, CA 91711 ($20.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Proceedings (021)
DESCRIPTORS- Childrens Literature; *Critical Reading; Elementary Secondary Education; *English (Second Language); Epistemology; *Reader Text Relationship; *Reading Comprehension; Reading Improvement; Reading Instruction; *Reading Processes; Reading Writing Relationship; *Skill Development; Timed Tests
IDENTIFIERS- Directed Reading Thinking Activities

Focusing on the importance of the search for meaning in reading, the essays in this book address critical reading and the confusion about the place of skill development in the search for meaning. The following works are included: "Introduction to the 50th Yearbook" (M. P. Douglass); "The Quest for Meaning" (M. Poplin); "Reading and the Role of Imagination: Observations on Meaning, Skills, and the Nature of Knowing" (J. A. Astman); "An Issue of Education Equity: Hispanic School Desegregation and Bilingual Education" (H. D. C. Garcia and M. Noble); "Why Children Can Learn to Read and Yet Comprehend Poorly What Is Read--A Scandinavian Perspective" (M. Jansen); "Curriculum Development and the Quest for Meaning" (M. F. Klein); "The Public School Faculty at Risk: A Renewed Need to Search for Meaning" (M. B. Noble and H. D. C. Garcia); "The Integration of Learning: An Idea Whose Time Has Come (Again)" (K. A. Tye and B. B. Tye); "The Development of Belief Systems and Teaching Effectiveness of Influential Teachers" (R. B. Ruddell and R. G. Kern); "A Widening View" (S. Alexander); "Children's Literature and the Claremont Reading Conference" (D. Doherty-Hale); "The Historical Classics of Children's Literature and Basal Readers" (J. Zarrillo); "Childhood and Adolescence in the Experience of Three Irish Men of Letters: Sean O'Casey, Sean O'Faolain, Michael O'Beirne" (T. M. Caughron); "Beyond the Deficit Model of Reading Disabilities" (P. Dewitz); "The Directed Listening-Thinking Approach" (C. DeJong); "A Study of the Effects of Directed Reading-Thinking Activity and Conceptual Mapping on Reading and Writing Exposition" (M. E. Draheim); "Semiotic Meaning in 'The Name of the Rose'" (L. Stokely, Ed.); "A Testimonial on Timed Testing: Developmental Students and Reading Comprehension Tests" (G. Kerstiens); "The Changing Composition of California School Boards" (J. G. Weeres); "A Comparison of the Cognitive and Art Development of Early Readers of Print and Their Yet-To-Read Peers: Grounds for a Broad-Based Learning Environment" (A. A. Armantage); "Communicative Approaches to ESL: A Bridge to Reading Comprehension" (A. N. Crawford); "From Meaning to Reading: Instruction for ESL Readers" (C. N. Dixon); "Integrating Computers and the Writing Process" (R. Souviney and B. Miller-Souviney); "When Good Readers Block" (C. L. Garcia); "The Vocabulary Self-Collection Strategy: Implications from Classroom Practice and Research" (M. R. Haggard); "Strategic Competence in Reading: Finding the Common Ground" (R. D. McCallum); "Reading Aloud to Students: Remediation or Foundation?" (D. Michener). Also included is a presentation of the Recognition of Merit Award to Tana Hoban as well as her acceptance statement. (JD)

ED 278 153 EA 019 153

Conrath, Jerry
Our Other Youth: Handbook of Guidelines for Teachers and Other Adults Who Work with At Risk Kids and Discouraged or Defeated Learners.
PUB DATE- 86
NOTE- 49p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavior Problems; Conflict Resolution; Educational Environment; Elementary Secondary Education; *High Risk Students; *Instructional Improvement; *Learning Problems; Learning Processes; Learning Strategies; Prevention; School Responsibility; Student Attitudes; Student Behavior; Student Motivation; Student Needs; Student School Relationship; Teacher Attitudes; Teacher Characteristics; *Teacher Student Relationship; *Teaching Methods; Teaching Styles

This guide for educators who work with discouraged and defeated learners recommends ways to prevent problems and offers approaches to develop positive attitudes. The introduction dispels common fictions about discouraged learners. Part 1, "Profiles of Our Other Youth: Discouraged and Defeated Learners," describes behavioral and life situations, including low self-confidence, fragile home lives, and a perception of success as a matter of luck or task simplicity. "Harmful Adult Reactions and Behavior," part 2, recommends flexible strategies and avoidance of subtle behaviors that develop discouragement. Part 3, "Helpful Adult Reactions and Behavior," enumerates strategies: expect success, insist on responsibility, and emphasize real cause and effect relationships. Teachers should stress concepts and reward practical strengths. "Diversity in Learning and Teaching," part 4, discusses understanding and responding to different learning and teaching styles. Part 5, "Goal Settings, Attaining, Scoring," recommends goal strategies and offers an attainment worksheet. "Working with Abrasive Kids and Building Responsibility," part 6, focuses on difficult behaviors and their causes. Part 7, "Conflict Resolution with Discouraged Kids," identifies types of conflicts and the adult's problem-solving role. "Final Guidelines" outlines methods involved in working with discouraged students, including encouraging a sense of control and avoidance of patronizing. Sources are appended. (CJH)

ED 277 837 CE 046 058

MacFarland, Thomas W.

A Strategy to Link Employee Performance and Rewards to Overall Organizational Development.

PUB DATE- Sep 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Behaviorism; Goal Orientation; Industry; *Job Performance; *Labor Force Development; Motivation; *Motivation Techniques; *Organizational Development
IDENTIFIERS- *Behavior Management; *Human Resources Professionals; Skinner (B F)

While human resource development (HRD), an extension of education, is regarded as a helping profession, industry mandates that HRD contribute to the maximization of organizational outcomes. HRD personnel can easily become demotivated because of dual loyalties. In order not only to avoid stress and demotivation but also to maximize outcomes humanely, HRD personnel should employ Skinnerian behavior management. Because management is perceived as working with and through individuals and groups to accomplish organizational goals, HRD must first identify goals and then must consider motivation, since motivation for performance springs from goal-based responsibility, achievement, and recognition. Therefore, using its central role between management and labor, HRD must assist in collaborative goal setting. If involvement in goal setting is so critical to workers' later performance, HRD must remember, too, the individuality of workers. Specifically, incongruence may exist between company goals and individual goals. HRD personnel must also keep in mind the idea of moderate goal setting (not too high nor too low) for the highest motivation. (YLB)

ED 277 877 CE 046 140

Steedman, Hilary
Clerical and Commercial Sector Qualifications in the United Kingdom, France and Germany.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-6527-0
PUB DATE- 86
NOTE- 179p.
AVAILABLE FROM- European Community Information Service, 2100 M Street, NW, Suite 707, Washington, DC 20037 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Education; *Certification; *Clerical Occupations; *Developed Nations; Distributive Education; *Employment Qualifications; *Entry Workers; Foreign Countries; Job Skills; Occupational Information; Office Occupations Education; Vocational Education
IDENTIFIERS- France; United Kingdom; West Germany

This study examines qualifications available to initial entrants to tertiary sector/clerical and commercial occupations in three CEDEFOP (European Centre for the Development of Vocational Training) member states--the United Kingdom, France, and West Germany. (The goal is to ascertain the feasibility of establishing equivalence of qualifications between member states in this occupational area.) Three monographs, one on each member state, are presented, each divided into two parts. Part 1 considers the relevant tertiary sector occupations in their institutional context and describes the qualifications themselves. Part 2 presents an appraisal of the status of these qualifications in relation to occupational and labor market development and change. The final part of the study is a synthesis report that is concerned with the extent to which equivalence between the three member states in respect of these qualifications can be said to exist, together with recommendations as to how progress might be made in this area. A bibliography for each member state monograph is appended. (YLB)

ED 277 933 CG 019 615

Kieren, Dianne K.; Hurlbut, Nancy L.
Methodological Issues in the Measurement of Non-Random Family Problem Solving Interaction.
PUB DATE- Nov 86
NOTE- 26p.; Paper presented at the Annual Conference of the National Council on Family Relations (Dearborn, MI, November 3-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; *Family (Sociological Unit); Family Life; *Family Relationship; Foreign Countries; *Problem Solving; Reliability; *Research Methodology; *Research Problems
IDENTIFIERS- Canada

The family is an obvious group for whom problem solving effectiveness holds importance. Problem solving interaction refers to the manner in which the behavior of family members is organized to resolve situations in which there is an unachieved but attainable goal, and the means to overcoming the barriers to achieving the goal are not apparent, but are indeed feasible. Despite the considerable interest in problem solving, scholars continue to have difficulty capturing this ongoing family interaction with precise measurement tools. This difficulty in measuring and coding family interaction has resulted in an inability to gain clarity regarding the internal complexities of family problem solving. The purpose of this paper is to address this difficulty of precise measurement of family problem solving activities. Specifically, the procedures chosen and developed by Kieren and Hurlbut (1985) in a pilot study of non-random sequential problem solving interactions in three person family groups are used to illustrate four measurement dilemmas: (1) selecting a problem solving task; (2) developing a problem solving code; (3) making decisions about a coding recording scheme; and (4) assessing reliability. A three-page reference list concludes the document. (Author/NB)

ED 277 963 CG 019 645

Guerrero, Frank; And Others
Family Living/Including Sex Education 1985-86. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Dec 86
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Elementary School Curriculum; Elementary Secondary Education; *Family Life Education; *Program Evaluation; *Secondary School Curriculum; *Sex Education
IDENTIFIERS- *New York (New York)

The 1985-86 implementation of the comprehensive, sequenced curriculum called Family Living Including Sex Education Program in the New York City public schools is evaluated in this document. Curriculum content includes human growth and development, family relationships, friendship, reproduction, decision-making, child sexual abuse, and acquired immune deficiency syndrome. It is noted that, in the 1985-86 school year, 185 elementary schools and 65 junior high schools used the program. Topics covered in this report include: (1) an introduction to the program background, goals, and evaluation as well as the population served; (2) methodology and data sources of the evaluation; (3) program implementation including program description, staff responsibility, advisory councils, implementation strategies, use of curriculum, parent involvement, staff development, staff perception, 1986-87 district plans, and implementation of the curriculum in high schools and its adaptation for special education; (4) site visits at elementary schools, junior high schools, and high schools; and (5) student outcomes. The report concludes that the implementation was successful and recommends more teacher inservice training, more district responsibility, better student assessment instruments, more time devoted to the curriculum, and further efforts to bring nonparticipating schools into the program. (ABL)

ED 277 977 CS 008 597

Goodman, Kenneth S.; Bird, Lois Bridges
On the Wording of Texts: A Study of Intra-Text Word Frequency.
Program in Language and Literacy Occasional Paper, No. 6.
Arizona Univ., Tucson. Coll. of Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 82
NOTE- 52p.
CONTRACT- NIE-C-00-3-0087
AVAILABLE FROM- Program in Language and Literacy, College of Education, Room 504, University of Arizona, Tucson, AZ 85721 ($3.00 including postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Language Patterns; Language Research; *Language Usage; *Lexicology; *Reading Comprehension; Reading Instruction; Reading Research; *Vocabulary Development; *Word Frequency
IDENTIFIERS- *Textual Analysis

Analyzing word frequency in six complete texts, a study investigated how vocabulary can be used to define texts. The texts included three stories from 5th and 6th grade readers, selections from literature anthologies for 8th grade and 12th grade students, and a magazine essay for adults. Results indicated that if particular words occur frequently in a text, they do so because the language requires it. Few words were found to occur in all of the texts; those that did were almost all function words, "be" forms, or pronouns. Analyses of word frequency lists revealed that some content words occurred more than others simply because they referred to common concepts. Overall, findings suggested that the wording of any text is not random and that, in fact, texts "self-control" their vocabulary. These results suggested that (1) readers can build dependable strategies for dealing with words common in a text but less common in the language as a whole; (2) authors and editors should concentrate on relating the content of texts to the audience rather than focus on controlling vocabulary through the use of word lists; and (3) teachers concerned with vocabulary development should focus on functional use of words in the context of real texts rather than resort to decontextualization lists or dictionary exercises. (JD)

ED 277 991 CS 008 647

Sternglass, Marilyn S.
The Dual Role of Student/Research Subject: Effect of Context on a Study of Reading and Writing.
PUB DATE- Nov 86
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Reading Research; *Reading Writing Relationship; *Research Methodology; Research Needs; *Student Reaction; *Teacher Education; *Writing Research
IDENTIFIERS- *Students as Subjects

When English instructors functioning simultaneously as researchers study the reading and writing processes of their own students, it is important that they fully describe the context within which the study takes place and the effect that the dual instructional/research environment has on the participants, who are, similarly, functioning as both students and subjects. In a 1984 course on introspection in reading and writing processes, two instructors at Indiana University examined the various strategies graduate English and reading students used to respond to a range of teacher-designed and self-designed reading and writing tasks. Results indicated that students were extremely sensitive to their new role as research subjects. For some students, the desire to cooperate with the instructor's research seemed to overwhelm their normal behavior. Other students felt that the course's structure emphasized the research environment, causing them to be more conscious of their role as subjects. The overwhelming role that students played in the course was that of the "good graduate student." Less sophisticated students (e.g., those enrolled in the freshman composition classes) would probably exhibit, to some degree, the same behavior. (JD)

Hood, Michael D.
Teaching Freshman Composition: The Language of Oppression vs. the Language of Liberation.
PUB DATE- Mar 86
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Reading; *Critical Thinking; *Educational Philosophy; *Freshman Composition; Grammar; Higher Education; *Language Usage; Rhetoric; Teaching Methods; *Writing Instruction

There are two types of literacy: mechanical literacy and critical literacy. Those who teach mechanical literacy use language to oppress, while those who teach critical literacy use language to liberate. The mechanical view of literacy oppresses because it encourages passivity and acceptance of authority, places a disproportionate emphasis on correctness at the expense of critical thinking, and restricts interpretation and sequential thought by requiring students to pattern compositions on preestablished rhetorical forms. In contrast, the critical view of literacy has the potential to liberate because it encourages students to become active learners through participation in the dialectical process, places primary emphasis on critical thinking, and promotes interpretation and sequential thought by teaching students the necessity of giving good reasons to create new knowledge and to develop critical perspectives. Composition instructors can use language to contribute to the intellectual liberation of their students by requiring them to read essays that deal with significant ideas and by encouraging them to make connections between those ideas through discussion, writing, and further reading. (Author/SRT)

ED 278 060   CS 505 461

Robinson, James D.; Nussbaum, Jon F.
The Impact of Simulated Aging on Nursing Staff Self Reports of Job Satisfaction and Performance.
PUB DATE- Nov 86
NOTE- 22p.; Revised version of a paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Aging (Individuals); Communication Research; Communication Skills; Inservice Education; Institutionalized Persons; Interpersonal Communication; Interpersonal Competence; *Interpersonal Relationship; Job Performance; *Job Satisfaction; *Nurses; Nurses Aides; Nursing Homes; *Older Adults; *Simulation; *Speech Communication; Staff Development; Staff Role

A study examined the impact of a simulated aging experience on nursing staff perceptions of job satisfaction and job performance. It was hypothesized that nurses and nurse aides who participated in the simulated aging experience would be more satisfied with their jobs and would receive fewer complaints from residents than those who did not participate. One hundred and fifty nurses and nurse aides (82% of those employed) from a nursing home participated in a regularly scheduled inservice activity in which they experienced some of the difficulties associated with aging and being institutionalized. Dependent measures were Smith, Kendall, and Hulin's job satisfaction scale and the number of complaints registered by residents against a staff member. Results indicated that, in general, the nurse aides seemed to be more influenced by the simulation than the nursing staff. Results showed nurse aides to be more satisfied with their jobs if they participated in the simulation, whereas nurses' satisfaction did not change. Results did not support the hypothesis that less complaints would be lodged against those who participated in the simulation, though the severity of complaints did decrease. However, post hoc analyses suggest that the aging experience did improve the quality of care for residents in some cases. (SRT)

ED 278 074 CS 505 488

McDowell, Earl E.; McDowell, Carlene E.
A Study of High School Students' Expectations of the Teaching Style of Male, Female, English and Science Instructors.
PUB DATE- 24 May 86
NOTE- 28p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Communication Research; English Instruction; Females; High Schools; *High School Students; *Interpersonal Communication; Males; Science Instruction; Secondary School Teachers; Self Disclosure (Individuals); Sex Differences; *Student Attitudes; Student Evaluation of Teacher Performance; Teacher Behavior; Teacher Effectiveness; Teacher Role; *Teacher Student Relationship; *Teaching Styles

A study investigated high school students' expectations of the teaching styles of English, science, male, and female instructors. A sample of 164 high school students completed the Expectation of Teacher Affective Communication Questionnaire (ETACQ). The same three factors emerged in rating male and English instructors: open, friendly, and dramatic. Female teachers were predominantly labelled attentive, friendly, and dominant. Science teachers were labelled attentive, dramatic, and open. Female high school students rated the friendly dimension significantly higher than did male students for both male and female instructors and rated the open dimension higher for English and science teachers. Male high school students, however, rated the dramatic dimension higher for male, English, and science teachers. Overall, the results of this study reveal that female high school students have higher expectations of teachers from the different categories than male students do. Females expect teachers to be more attentive, show greater sensitivity, show a greater interest in them, and establish closer interpersonal relationships with students. A greater percentage of males, on the other hand, expect a more dramatic communication style, expect to be criticized negatively, and expect the instructor to be impersonal and distant. (SRT)

ED 277 824 CE 045 792

Gallagher, Egle V.; Wilder, Dee
Development of a Resource/Management Guide for Displaced Homemaker Personnel.
PUB DATE- Nov 86
NOTE- 15p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Louisville, KY, November 21-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Guides; Communication Skills; Competence; Counseling Techniques; *Displaced Homemakers; Job Skills; Material Development; Money Management; Professional Development; *Program Administration; Program Evaluation; *Program Implementation; Recruitment; *Resource Materials; Services; *Staff Development; *Statewide Planning
IDENTIFIERS- *Florida

In 1985-1986, the Leadership Development Project for Displaced Homemaker Education at the University of South Florida initiated a project to develop materials focusing on the staff development needs of coordinators of programs for displaced homemakers. The Developing a Curriculum (DACUM) workshop approach was used to formulate a tentative list of competencies for coordinators/directors of displaced homemakers programs. The list was reviewed, a working competency list was generated, and the list was verified through interviews with practitioners throughout the state. The finalized competency list covered skills needed in the following areas: communications (listening, counseling, demonstrating, writing, and speaking); recruitment (analyzing, referring, networking, and promoting); client services (instructing, counseling, disseminating, and developing); program management (writing, designing, presenting, administering, and coordinating); evaluation (monitoring, integrating, identifying, coordinating, and reporting); financial resources (recordkeeping, interpreting, advocating, researching, negotiating, and analyzing); supportive services (using, networking, coordinating, negotiating, and recruiting); staff development (selecting, supervising, evaluating, planning, networking, developing, and communicating); and professional development (demonstrating, promoting, leading, self-developing, and participating). (Appendixes include the questionnaire used during the practitioner interviews and the final prioritized list of the competencies.) (MN)

ED 277 864 CE 046 107

Bauer, Thomas J.
California Adult Education Handbook.
California State Dept. of Education, Sacramento. Adult, Alternative, and Continuation Education Div.

PUB DATE- 86
NOTE- 63p.
AVAILABLE FROM- Publications Sales, California Dept. of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; *Adult Programs; Adult Vocational Education; *Courses; Educational Administration; *Educational Finance; Guidelines; *Personnel Management; Program Administration; Program Development; Program Implementation; *Program Validation; Standards

This handbook provides descriptions of standard practices in adult education administration as well as the policies, regulations, and statutes guiding the practices. It is a useful resource in day-to-day decision making in program administration or a basic guide for adult education program development. Section 000 provides the general requisites of adult education in regard to separate adult schools; adult classes maintained in conjunction with other schools/centers; administrative regulations; classes for adults in county jails, industrial farms, and road camps; and attendance. Section 100 on program and course approval covers criteria for approval of apportionment courses and course outlines. Section 200 presents the general requirements for adult programs in parenting and elementary and secondary basic skills, English as a second language, citizenship, handicapped program, short-term vocational programs with high employment potential, programs in home economics, health and safety, programs for older adults, federal Adult Basic Education Act, nursing homes and convalescent hospitals, classes for handicapped adults, community service classes, and apprenticeship program. Section 300 on personnel administration provides requirements for teacher employment and leave of absence. Section 400 on budget and adult education finance offers guidelines for adult education income and defines budget, accounting, and other terminology. An index is attached. (YLB)

ED 277 919 CG 019 601

Hartsough, Don M.; Myers, Diane Garaventa
Disaster Work and Mental Health: Prevention and Control of Stress among Workers.
National Inst. of Mental Health (DHHS/PHS), Rockville, MD. Center for Mental Health Studies of Emergencies.
REPORT NO.- DHHS-ADM-85-1422
PUB DATE- 85
NOTE- 156p.; For related document, see CG 019 602.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Coping; Course Descriptions; *Emergency Programs; *Emergency Squad Personnel; Helping Relationship; Human Services; Individual Needs; *Mental Health; *Natural Disasters; *Rescue; *Stress Management; Stress Variables

This document presents a two-part monograph developed to focus attention on emergency worker needs. It is designed to aid the paid and volunteer workers who respond to major disasters and should be useful to all agencies engaged in disaster relief operations; to regional, state, and local emergency planners; and to private charitable organizations involved in disaster relief. The monograph should also serve as a resource to mental health service providers planning a comprehensive mental health response to disasters. Part I, "Stress and Mental Health Interventions in Three Major Disasters" (Don M. Hartsough), discusses in detail different sources of stress for disaster workers and their potential effects. Preventive and treatment strategies are outlined. Part II, "Helping the Helpers: A Training Manual" (Diane Garaventa Myers), presents a detailed course designed for mental health trainers to use in helping emergency workers anticipate and prevent stress, and to learn how to get help once they experience stress-related problems. Suggestions are given for developing collaborative relationships between emergency organizations and mental health agencies. A list of relevant audiovisual and printed materials is appended. (NB)

ED 278 018 CS 210 201

Brown, Stuart C.

More Than an Exercise: Annotated Bibliography as Collaborative Learning.

PUB DATE- Oct 86
NOTE- 17p.; Paper presented at the Annual Meeting of the Arizona English Teachers Association (Scottsdale, AZ, October 17-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Annotated Bibliographies; *Content Area Writing; *Cooperation; Graduate Students; Higher Education; *Reading Writing Relationship; *Writing Instruction
IDENTIFIERS- *Collaborative Learning; *Writing across the Curriculum

Having students compile annotated bibliographies can promote collaborative learning. For example, when a class on writing across the curriculum was asked to survey the writing emphasis of courses in various departments at the University of Arizona, cooperation and collaboration were integral to the overall project. Students had individual responsibilities but were aware of what the others were doing, so that articles in a discipline other than their assigned one were passed on to the appropriate investigators during the next class session. Learning the mechanics of writing annotations was fairly simple. In producing an annotated bibliography, the students found that reading and writing became so interrelated as to be indistinguishable. The activity can engage students because they are learning as they produce something useful that has value to the community outside the classroom. The success of student participation in creating an annotated bibliography relies on putting it to use. (SRT)

ED 278 032 CS 210 257

Morris, Darrell
Meeting the Needs of Poor Spellers in the Elementary School: A Developmental Perspective. Occasional Paper No. 14.
National College of Education, Evanston, IL. Reading Center.
PUB DATE- Nov 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Research; Elementary Education; *Instructional Design; *Media Selection; *Remedial Instruction; *Spelling; *Spelling Instruction; *Student Needs

Meeting the needs of students who are below their grade level in spelling ability is a continual problem for elementary teachers. Much has been learned over the past 15 years about how children learn to spell in the primary grades. Developmental spelling sequences have gained credibility and developmental spelling theory has provided important diagnostic and instructional guidance to primary teachers. In helping poor spellers progress, teachers must first diagnose the level of ability at which students are operating. To do this, the teacher must decide what aspects of children's performance predict their future spelling achievement. Once the instructional level is determined for groups of children and appropriate spelling materials have been located for each group, the traditional practice of having children study, memorize, and take weekly tests on graded lists of words should be initiated. The key to an effective spelling program is the establishment of a strong classroom writing program in which the teacher monitors and comments on the children's spelling. (This essay reports on an actual fourth grade classroom, and includes tables of data and graded spelling lists from the Qualitative Inventory of Word Knowledge.) (JD)

ED 278 087 EA 019 046

Ward, Cynthia A.; And Others
Staff Development in Mississippi Schools: A Program Evaluation.
PUB DATE- Nov 86
NOTE- 20p.; Paper presented at the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accreditation (Institutions); Administrators; Educational Environment; Elementary Secondary Education; Guidelines; *Inservice Teacher Education; *Needs Assessment; *Program Descriptions; School Districts; *Staff Development; State Programs; State School District Relationship; State Standards; Surveys; *Teacher Certification
IDENTIFIERS- *Mississippi; Mississippi Education Reform Act 1982

Outgrowths of Mississippi's Education Reform Act of 1982 include the development of more stringent standards for both school accreditation and teacher certification. Successful completion of staff development has become the basis for recertification of Mississippi teachers and administrators, and, beginning in the 1984-85 school year, districts seeking state accreditation have been required to establish staff development plans (SDP). During summer 1985, information was requested from 154 districts about their current and projected staff development programs. An analysis of the information returned by 127 districts provides the basis for this report, which consists of a sequence of commentaries on eight appended tables. Table 1 contains the guidelines tested during the 1984-85 school year by 16 school districts and then revised for use by all school districts in designing, developing, and implementing an SDP. Tables 2 through 7 report findings on the following topics: categories of employees receiving staff development activity offerings; when during the school year training activities were conducted; what times training activities were scheduled; the composition of the SDP's; follow-through procedures; and allocation of funds for staff development. Table 8 contains 13 recommendations based upon an analysis of the information obtained from the study. (IW)

ED 278 127 EA 019 125

Glatthorn, Allan A.
Curriculum Renewal.
Association for Supervision and Curriculum Development, Alexandria, Va.
REPORT NO.- ISBN-0-87120-143-7
PUB DATE- 87
NOTE- 118p.
AVAILABLE FROM- Publication Sales, Association for Supervision and Curriculum Development, 125 North West Street, Alexandria, VA 22314 (Stock No. 611-86060; $8.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Assisted Instruction; Computer Uses in Education; Course Content; *Curriculum Design; *Curriculum Development; Curriculum Enrichment; Decision Making; Definitions; Educational Objectives; Elementary Secondary Education; Guidelines; Mastery Learning; Organizational Climate; *Professional Development; School Districts; Skill Development; Student Needs
IDENTIFIERS- Cooperative Learning; Writing across the Curriculum

This book is a manual for educators to use in curriculum planning and development. Chapter 1 examines the nature of curriculum and its relationship to instruction by (1) defining curriculum and the four main levels of curriculum work (curriculum policy, field of study, program of studies, and course) and (2) distinguishing between six types of curriculums (recommended, written, taught, supported, tested, and learned). Chapter 2 explains the process of reflecting district goals in the curriculum. Chapter 3 explains how to improve the curriculum in a given field of study. Chapter 4 discusses improving a program of studies at a given level through aligning goals, achieving balance and curricular integration, improving skills, achieving open access, and responding to student needs. Chapter 5 discusses improving a set of skills across the curriculum in areas of writing, reading, and critical thinking. Chapter 6 reviews the standard model for developing new courses and then explains a naturalistic model that emphasizes quality of learning. Chapter 7 discusses responding to individual differences and describes three specific approaches: mastery learning, cooperative learning, and computer-assisted instruction. Numerous figures illustrate chapter contents. An appendix contains a bibliography of resources for the subject fields of art, business, English/language arts, foreign language, health, home economics, mathematics, music, reading, science, social studies, and technology. (IW)

Dennison, W. F.; Shenton, Ken
Challenges in Educational Management: Principles into Practice.
REPORT NO.- ISBN-0-89397-266-5
PUB DATE- 87
NOTE- 213p.; On an inside cover page, the first name of the first author is listed as "Bill."
AVAILABLE FROM- Orders Department, Nichols Publishing Company, P.O. Box 96, New York, NY 10024 ($31.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Administrator Characteristics; Administrator Responsibility; *Administrator Role; Administrators; Change Strategies; Communication Skills; Decision Making; *Educational Administration; Elementary Secondary Education; Foreign Countries; Interpersonal Communication; *Leadership Qualities; *Leadership Responsibility; Leadership Training; *Management Development; *Teacher Administrator Relationship; Teacher Attitudes; Teacher Welfare
IDENTIFIERS- United Kingdom

Until recently, most educational managers, including head teachers and senior staff in schools, have performed their tasks without formal training. Today, however, many new courses are being established for the training of educational managers. This book provides a framework for such a course. It selects from existing literature, theory, and experience of management in other professions (such as business studies) and relates relevant material to the context of education. It looks at major themes and problems in educational management, discusses appropriate theories, and shows the application of good practices. Nine chapters cover the following topics: (1) changing demands, opportunities, constraints, and influences; (2) learning to be effective (the knowledge base and the skill base); (3) leadership demands, styles, and practices; (4) expertise and credibility (procedures, rituals, traditions, and visibility); (5) power and authority (conflict, negotiation, and change strategies); (6) change and response (teachers and stress and teacher attitudes, behaviors, and work patterns); (7) interpersonal perspectives on school management (e.g., personal qualities, self assertiveness and self-management); (8) communication; and (9) developing teachers and schools. Twenty figures are included. A 16-page bibliography, an author index, and a subject index are appended. (IW)

ED 278 194   EC 191 750

Norlander, Kay; And Others
The University of Connecticut Program for Learning Disabled College Students. Final Report.
Connecticut Univ., Storrs.
PUB DATE- Jun 86
NOTE- 93p.; Funded through Connecticut State Legislature Act 84-49.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Computer Uses in Education; Demonstration Programs; Faculty Development; Higher Education; *Learning Disabilities; Referral; *Student Evaluation; *Student Personnel Services
IDENTIFIERS- University of Connecticut

The document provides the final report of a two-year effort to develop a model program of services for learning disabled (LD) students in a university setting in the state of Connecticut. Program development and service delivery goals are charted along with evaluation procedures and projected timelines include the following objectives: to develop referral procedures and format; to develop a model psychoeducational report format; to develop a network of support services (writing, math, counseling, speech, language, and vocational); to provide inservice training for faculty who instruct learning disabled students; to identify software and procedures for effectively using micro and mainframe computers to provide services; and to provide training to staff of other state institutions of higher education on serving LD college students. Approximately 35 students received direct services the first year and 50 the second year. All objectives were met in whole or in part except the acquisition of adequate physical space. Recommendations for the program's future development include obtaining adequate space, encouraging the student support group, and initiating further faculty inservice training. Appendixes include a sample form for developing the individual university educational plan, admissions guidelines, forms specific to the program, description of the core battery of evaluation instruments, and the program brochure. (DB)

ED 277 852 CE 046 079

Anderson, B. Harold; And Others

Assessing the Effect of Increased High School Graduation Requirements and the Development of Models to Minimize the Impact on Enrollments in Vocational Courses. Research Report. Executive Summary.

Colorado State Univ., Ft. Collins.

SPONS. AGENCY- Colorado State Board for Community Colleges and Occupational Education, Denver.

PUB DATE- Dec 86
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Change Strategies; *Credits; *Enrollment Influences; *Graduation Requirements; High Schools; Mathematics Curriculum; Models; *Required Courses; Science Curriculum; State Standards; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Colorado; Impact Studies

A research project was undertaken to analyze the effect of increased science and math high school graduation requirements and to develop models to minimize the impact of these increases on vocational course enrollments. Data from survey instruments sent to Colorado's 174 school districts, state directors of vocational education, and state curriculum directors indicated that, like the rest of the nation, Colorado does appear to be increasing its high school graduation requirements. Although no definite decrease in enrollments was evident in the data collected for the year studied, there did appear to be a decrease in vocational enrollments and the number of vocational courses offered in the larger districts. Despite the limited objective data, there did appear to be a correlation between the increase in academic units required for graduation and the dropout rate in vocational programs. Schools were developing alternative methods to enable students to meet the academic requirements for high school graduation without reducing their time in vocational courses. The alternatives emerging from the study included granting direct credit for vocational courses, awarding shared credit (half academic and half vocational), using competency testing in lieu of credits required, and requesting district-level policy changes to reduce established credit requirements based on such criteria as coded skills and demonstrated occupational needs. (Appendixes include a list of advisory committee members, the three project survey instruments, 15 tables summarizing the study findings, and suggested alternative models for setting science and math requirements.) (MN)

ED 277 891 CE 046 183

Kung, Wen-Kuang
Taiwan Personnel Development Program. The Vocational Training Program in Taiwan, R.O.C.

PUB DATE- 5 Dec 86
NOTE- 12p.; Paper presented at the International Vocational Education and Training Association/American Vocational Association Convention (Dallas, TX, December 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Development; *Educational Policy; Foreign Countries; *Job Training; Labor Market; Labor Needs; Postsecondary Education; *Public Policy; Secondary Education; *Staff Development; *Vocational Education
IDENTIFIERS- *Taiwan

The Personnel Development Program is essential to the national economic development of Taiwan, Republic of China. The program consists of vocational training, employment services, and a labor market information service. Thirteen public vocational training institutions, along with in-plant training programs, aim to increase the number of skilled workers and solve unemployment problems of youth. Seven measures have been formulated by the government to strengthen the program. These include drafting a program of vocational education, drafting a Vocational Training Act, providing more than 10,000 skilled workers for preemoloyment training each year, conducting upgrading workshops for workers, conducting skill tests and issuing certificates, encouraging employers' associations to establish their own training centers, and promoting advanced training programs through technical cooperation with foreign companies. The employment services offer career guidance, placement, and employer services. In addition, the Department of Personnel Development Program of the Council for Economic Planning and Development as well as local agencies provide a series of weekly, monthly, quarterly, and semiannual reports on labor market information. Through carrying out the Personnel Development Program, the Republic of China hopes to change the industrial structure, to become a modern nation, to be ranked among the most developed countries in the world, and to accomplish the ideal of providing suitable opportunities for those who have the ability to work. (KC)

ED 277 905 CG 019 585

Tobin, Sheldon S.
Social Workers Perceptions of Elderly Clients.
PUB DATE- 23 Nov 86
NOTE- 8p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Client Characteristics (Human Services); *Counselor Client Relationship; *Educational Gerontology; *Helping Relationship; Interpersonal Relationship; *Older Adults; *Social Workers; Work Attitudes
IDENTIFIERS- *Countertransference; *Reminiscence

If it can be shown that social workers work differently with the elderly than with younger clients, then students who wish to work with the elderly should be taught some special principles regarding treatment of the elderly. To explore this issue, seven clinicians who had extensive experience in treating the elderly were interviewed regarding how their practices differ when they are working with the elderly. From information obtained in these interviews, a 20-item questionnaire characterizing differences in working with elderly clients was developed. Questionnaires were completed by 541 subscribers to the Journal of Gerontological Social Work. The results revealed that respondents perceived themselves to be more active when working with the elderly and to touch the elderly more than they touched other clients. Most considered reminiscence to be a good way for elderly clients to recapture and reaffirm the self, and most reported that countertransference issues were evoked more by elderly clients than by younger clients. These results suggest that social workers do apply special principles when working with elderly clients. (NB)

ED 278 100 EA 019 096

Greene, Betty J.
Motivational Techniques for Good Human Relations.
PUB DATE- Oct 86
NOTE- 11p.; Paper presented at the Annual Meeting of the Association of School Business Officials (72nd, San Francisco, CA, October 18-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Employee Attitudes; *Employer Employee Relationship; Interpersonal Competence; Leadership; Motivation; *Motivation Techniques; *Supervisors; *Work Environment
IDENTIFIERS- *Supervisor Supervisee Relationship

Negative motivators like threats, intimidation, criticism, denigration, the withholding of information, and the exercise of power produce temporary results but engender resentment and close the door of communication. Good leaders use positive motivators to meet people's needs, enhance efficiency, and improve working relationships. Some of these positive motivators include sharing information, showing concern and interest, encouraging good health in those supervised, providing motivational reading materials and tapes, showing appreciation, sharing power, modeling good interpersonal skills, helping those supervised achieve personal growth, allowing employees to feel pleasure in their activities, and providing security through supportiveness and consistency. The successful leader will also make operations as convenient as possible, show sympathy, enable those supervised to gain status, permit employees to work with members of the opposite sex if they prefer, and get employees into action. Using positive motivational techniques builds a positive environment and encourages employees to feel, think, and act like valued and valuable members of the organization. (PGD)

ED 278 140 EA 019 139

Williams, Roslin E.
The Relationship between Secondary Teachers' Perceptions of Supervisory Behaviors and Their Attitudes toward a Post Observation Supervisory Conference.
PUB DATE- Nov 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *Conferences; *Principals; Public Schools; Public School Teachers; Secondary Education; *Secondary School Teachers; Supervisors; Supervisory Methods; *Teacher Administrator Relationship; *Teacher Attitudes; Teacher Evaluation; Teacher Supervision
IDENTIFIERS- Mississippi

A study conducted during the 1984-85 school year in Mississippi found that secondary school teachers' attitudes toward post-observation supervisory conferences were not influenced by their perceptions of their principals' supervisory behaviors. Participating in the study were 120 secondary teachers of English, science, mathematics, and social studies, who had been involved in post-observation conferences in 15 public school districts. Among the instruments used were Form 1, Subscale 8 of the Supervisory Behavior Description Questionnaire and the Post Observation Supervisory Conference Rating Instrument. Construct validity of the instruments was established through factor analysis. Supervisory behaviors were defined as directive, collaborative, and nondirective. Teacher perception of these behaviors in their supervisors did not correlate significantly with positive or negative teacher attitudes concerning the conferences, nor did teacher gender or academic discipline. Race was the only factor found to correlate with these attitudes; black teachers exhibited more positive attitudes toward the conferences than did white teachers. Four tables display the results of the study's analyses. Ten references are cited. (PGD)

ED 278 154 EA 019 154

Sheive, Linda T., Ed.; Schoenheit, Marian B., Ed.
Leadership: Examining the Elusive. 1987 Yearbook of the Association for Supervision and Curriculum Development.
Association for Supervision and Curriculum Development, Alexandria, Va.

REPORT NO.- ISBN-0-87120-142-9
PUB DATE- 87
NOTE- 144p.
AVAILABLE FROM- Publication Sales, Association for Supervision and Curriculum Development, 125 North West Street, Alexandria, VA 22314 (Stock No. 610-87003; $13.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Administrator Role; Behavior Standards; *Cultural Context; Cultural Influences; Decision Making; Educational Change; *Educational Environment; *Educational Improvement; Educational Research; Educational Theories; Elementary Secondary Education; Futures (of Society); *Instructional Leadership; Leadership Qualities; Leadership Responsibility; Leadership Styles; Organizational Climate; *Organizational Theories; Principals; Sex Discrimination; Social Behavior; Social Theories; Social Values; Sociocultural Patterns; Teacher Administrator Relationship; Yearbooks

Symbolic leadership and culture are the guiding concepts of nine selections presented in this 1987 yearbook. In part 1, "Organizational Perspectives on the Work of Leaders," Terrence E. Deal predicts that future educational organizations will depend upon leaders who have shaped cultural patterns from traditions, current realities, and visions. Robert G. Owens characterizes the high school's own cultural influence in creating structure, cooperation, and control. A study by David C. Dwyer, Bruce G. Barnett, and Ginny V. Lee reveals that effective principals direct actions toward the organization's work structure. In part 2, "Personal Perspectives on the Work of Leaders," John Champlin speaks of changing the school's value structure. June E. Gabler reflects on discrimination against women administrators. In part 3, "Perspectives on the Development of Leaders," Pat Burke Guild emphasizes that vision and purpose constitute leadership's foremost aspect. Linda Tinelli Sheive and Marian Beauchamp Schoenheit apply a five-year study to construct a reference frame for effective leadership. Thomas F. Green stresses that leaders determine the norms and conscience of numerous memberships. The diverse aggregate of research, theory, and experience as an intricate whole is interpreted by Thomas J. Sergiovanni. References accompany each selection; appendices give information about authors and association members. (CJH)

ED 278 180 EC 191 725

Education of the Deaf Act of 1985. Report To Accompany S. 1874, 99th Congress, 2d Session. Calendar No. 635.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-R-99-290
PUB DATE- Apr 86

NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Colleges; *Deafness; Elementary Secondary Education; *Federal Legislation; Federal Programs; Higher Education; Planning Commissions; Public Education; Special Schools
IDENTIFIERS- Commission on Education of the Deaf; Congress 99th; Education of the Deaf Act 1985; Gallaudet University DC; National Technical Institute for the Deaf

A summary is presented of the Education of the Deaf Act of 1985, a new four-title Senate bill (S.1874) covering: (1) the oversight of Gallaudet University (District of Columbia); (2) the oversight of the National Technical Institute for the Deaf; (3) the establishment of a Commission on Education of the Deaf; and (4) general provisions. The summary of Title I includes information on: changing the name of Gallaudet College to Gallaudet University; property rights; board of direct trustees; and authority of the University for the Kendall Demonstration Elementary School and the Model Secondary School for the Deaf. Information presented in the summary of Title II covers authority to operate the National Technical Institute for the Deaf. The summary of Title III includes information on: establishment of the Commission on Education for the Deaf; duties of the Commission; administrative provisions; and compensation of members. General provisions summarized for Title IV include definitions of terms used in the Act, gifts, audits, reports, monitoring and evaluation, project officer, oversight, appropriations, repeals, committee views, and budget estimates. (CB)

ED 277 838 CE 046 059

Ryan, Anne
Sharing Your Skills Teaching Adults. The Training of Instructors to Teach Non-Credit Adult Education Courses.
PUB DATE- May 86
NOTE- 20p.; Paper presented at the Annual Conference of the Pacific Association of Continuing Education (Vancouver, British Columbia, May 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Educators; Course Content; *Curriculum Development; Foreign Countries; Needs Assessment; *Noncredit Courses; *Part Time Faculty; Teaching Methods

A short-term training course for part-time adult instructors (a program of the Strathcona, Alberta, Further Education Council) has been offered eight times. Findings from questionnaires completed by respondents indicated that over 97 percent want to take the course. The most obviously desired topics are adult learners' needs and characteristics. The least useful topics, according to the instructor/participants, are writing course objectives and individual lesson plans. An in-class needs assessment showed that professional development is the first concern. The course, Sharing Your Skills: Teaching Adults, is six hours in length. The set topics of the first three hours are introduction (how to start a class of adults), needs assessment, and contracting. Other content of these three hours includes a slide-tape presentation, a computerized precourse assignment about adult learners' characteristics, and the topics of learning styles and group development. The second three hours are the "flexible agenda." Two or three mini-lectures cover topics requested by the class. Then participants practice teaching by reading a handout on a particular topic and presenting the topic to the class. The final mini-lecture is on evaluation, and participants evaluate the course. (The format of this paper is that of a detailed outline. Overhead transparency masters used during this presentation are appended.) (YLB)

ED 277 878 CE 046 142

Adult Education in Asia. Courier No. 38.

Asian - South Pacific Bureau of Adult Education.

PUB DATE- Dec 86
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Literacy; Adult Programs; *Community Development; Developed Nations; Developing Nations; Disadvantaged; Economic Development; Educational Improvement; *Educational Needs; *Literacy Education; *Nonformal Education; Postsecondary Education
IDENTIFIERS- *Asia

This journal issue contains a series of papers concerned with exploring the role that adult education can play in developing communities. The first paper, "Major Challenges and Prospect of Adult Education for the Year 2000" (T. M. Sakya), provides an overview of adult education in Asia and the Pacific, emphasizing the vastness of the region, the fact that 63 percent of the total world population live within it, and the rapid change that has characterized this region during the past decade. In the second paper, "The Role of Adult Education in Community Settings," W. M. K. Wijetunga points out that lifelong learning is not new to Asia and draws on his knowledge of Buddhism as an illustration of this fact. He emphasizes that adult education should always be focused on the disadvantaged members of societies with the aim of giving them the means to overcome their situation and gain equality. The remaining six papers were written by adult educators in countries of the region and outline the role that adult education is playing in each of these countries and what each hopes to achieve in the future. The papers are: "The Role of Adult Education in Community Settings--The Japanese Experience" (Makoto Yamaguchi); "Some Aspects of Nonformal Education Development in Indonesia" (Kusumadewi); "Trends in Korean Adult Education" (Korean Association of Adult Education); "Adult Education for the Year 2000, Challenges and Prospects: Thailand" (Sunthorn Sunanchai); "Adult/Continuing Education in Macau" (Lawrence Tsui); and "Chinese Adult Education" (Department of Adult Education, Beijing). A list of organizations involved in adult and nonformal education in Asia and the Pacific is included in the document. (KC)

Duffy, Mary E.; Jorgensen, Karen

The Transition of Divorce: An Analysis of Public Policy.

PUB DATE- 7 Nov 86
NOTE- 11p.; Paper presented at the Annual Conference of the National Council on Family Relations (Dearborn, MI, November 3-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; *Divorce; Employed Parents; *Employment Potential; *Females; *Financial Needs; Heads of Households; Mothers; *One Parent Family; *Public Policy; Sex Discrimination

A growing number of families are headed by single women. A longitudinal study was conducted to identify major goals of these women. Data from mailed questionnaires and telephone interviews were collected from 136 divorced women. Results from the first year of the study revealed the goal most often identified by the women was financial independence, followed by career development and romantic interpersonal relationships. The role of public policy in facilitating or impeding the women's potential achievement of financial independence was analyzed through literature review. The analysis suggests that public policies in the United States are characterized by beliefs in individualism and the sanctity of the two-parent family. Policies affecting single parent families often fail to account for the systematic discrimination against women. Most public policies do not promote the personal growth of women who become single parents but instead reinforce stereotypical roles for women. Work training programs, for example, usually prepare women for female-intensive, low-paying jobs which perpetuate poverty for the women and their children. When society accepts the single parent family as a legitimate and long-term family unit, sees that the economy demands that women be prepared for employment, and recognizes that long-term investments in women can reap higher rewards than can short-term programs, public policies may begin to facilitate the growth of women. (NB)

ED 277 949 CG 019 631

Davis, Diane
Working with Children from Violent Homes: Ideas and Techniques.
REPORT NO.- ISBN-0-941816-22-2
PUB DATE- 86
NOTE- 40p.
AVAILABLE FROM- Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Abuse; Children; *Counseling Techniques; *Crisis Intervention; Elementary Secondary Education; Family Problems; *Family Violence; Role Models; *Self Esteem; Victims of Crime

This sourcebook was written for teachers, counselors, and other adults who work with children from violent homes. It is based on the belief that it is never too early to intervene with victims of domestic violence. The introduction defines domestic violence, describes what happens to children in violent homes, identifies abusers, examines the woman's role in the violent family, lists symptoms of abuse in children, and looks at problems related to domestic violence. A chapter on helping children from violent homes examines what children from violent homes need, discusses issues of honest communication with domestic violence victims, and explains how adults may present positive role models to children, thus building their self-esteem. Techniques for working with children from violent homes are discussed, including the use of books, guided fantasy, open-ended storytelling, discussion of pictures, art projects, and games. Characteristics of the aggressive, silent, and ethnic child are considered. The final chapter discusses approaching the mother, what agencies need to know, agencies to call, and how the teacher or counselor can take care of herself. Suggested readings and lists of state and national resources are included. (NB)

ED 277 964　　　　　　　　　　　　CG 019 646

California Dropouts: A Status Report.
California State Dept. of Education, Sacramento.
PUB DATE- 86
NOTE- 52p.
AVAILABLE FROM- California State Department of Education, Bureau of Publications, 721 Capitol Mall, Sacramento, CA 95814 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; *Dropouts; High Schools; *Potential Dropouts; *School Holding Power; *Student Attitudes; Student Attrition
IDENTIFIERS- *California

This report on California dropouts draws on a large body of current research and features the correlates known to be associated with dropouts. It also details what is known and not known about the magnitude of the dropout phenomenon. Section I provides an introduction to the report. Section II presents a description of the reasons that students withdraw from school, including a discussion of early onset and late onset conditions. Section III contains a discussion of various features of programs for dropout prevention or recovery, along with suggestions on how to match students with programs. Six major dimensions of dropout prevention or recovery programs are examined: (1) curriculum and objective; (2) location/auspices; (3) instructional process; (4) staff; (5) related activities; (6) schedule. Section IV summarizes the status of dropout accounting procedures in districts across California and includes an examination of dropout estimates and suggestions for an amplified definition of a dropout. Section V discusses the relationship of educational reforms and the holding power of schools. Section VI outlines recommendations and recent departmental initiatives in the area of dropout prevention and retention strategies. References are included. (NB)

ED 277 978 CS 008 600

Marek, A.; And Others
A Kid-Watching Guide: Evaluation for Whole Language Classrooms. Program in Language and Literacy Occasional Paper No. 9.
Arizona Univ., Tucson. Coll. of Education.
PUB DATE- Jan 84
NOTE- 54p.; Produced by members of TAWL (Tucsonians Applying Whole Language).
AVAILABLE FROM- Program in Language and Literacy, College of Education, Room 504, University of Arizona, Tucson, AZ 85721 ($3.00 including postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; *Classroom Observation Techniques; Elementary Education; *Evaluation Methods; *Informal Assessment; *Language Arts; Literacy; Reading Instruction; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Whole Language Approach

Divided into four sections, this monograph focuses on effective evaluation in the whole language classroom. The first section discusses the whole language philosophy and classroom, and lists the beliefs that proponents of this approach hold about whole language teaching and teachers, language, and language learners. The second section addresses evaluation concepts centering on observation and interaction with students as they are engaged in the functional use of language, and emphasizes that student growth in a whole language classroom must be evaluated in a context sensitive to (1) opportunities for flexibility of language use, (2) students' values and attitudes about language, and (3) students' knowledge about language. In addition, three essential focuses of the evaluation process are described: observation of the students, interaction with students in using language, and analysis of students' products. The third section contains evaluation questions based on these emphases, while the final section provides supplemental evaluation tools for whole language teachers. These tools are organized around areas relating to specific language uses, such as oral language experiences, bookhandling, print awareness, and reading and writing experiences. A five-page selected bibliography, a grid of resources for whole language classrooms, and a list of the functions of language are appended. (JD)

ED 278 046 CS 210 288

Valeri-Gold, Maria
Bridging the Generations: Helping Students Understand the Elderly (K-7). Choosing and Using Children's Books.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- Dec 85
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131) Journal Articles (080)
DESCRIPTORS- Age Differences; *Aging Education; Annotated Bibliographies; *Childrens Literature; *Class Activities; Elementary Education; *Generation Gap; *Older Adults

To help students identify with and appreciate the elderly, this annotated bibliography lists 24 books for kindergarten through seventh grade that involve children and young people in close relationships with older people. Annotations, divided according to primary level or upper elementary level, include publisher and date of publication, as well as title, author, and a description of the book. A list of simple activities is provided to supplement the reading and further students' understanding of some of the special problems faced by older people. (JD)

ED 278 061 CS 505 462

Fletcher, James E.

New Technology in Radio: A Macro- and Micro- View.

PUB DATE- Nov 86
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; *Educational Improvement; *Production Techniques; *Programing (Broadcast); *Radio; *Technological Advancement; Technological Literacy

Recent developments in radio technology are reflected in increases in the number of stations available to listeners in more communities, improvements in audio technology, increased use of satellite interconnection, and extensive automation; however, too little of the impact of these continuing changes has been felt by radio management and academics in broadcasting. By 1990, it is estimated that 10,870 radio stations will be on the air in the United States, roughly two-thirds in FM service. The many improvements in AM stereo are mainly the result of standards advanced by the National Radio Systems Committee involving transmission preemphasis, receiver deemphasis, ten kilohertz bandwidth, and the "five year sunset." A potentially important development in FM technology is a system for extending FM stereo transmission. Improvements in program and production technology involve the increasing use of cellular telephones, satellite interconnection, and digital audio. While both the number of computers in radio and their sophistication can be expected to grow, there are several important constraints on that growth, such as the relative shortage of computer literacy skills among radio professionals. Graduate programs in radio should include instruction in the skills of systems analysis and the principles of both audio and radio technology and telecommunications. (JD)

ED 278 114 EA 019 111

Capps, Emerson; And Others

Reforming Texas Education through Legislation: The Experience of Texas Teachers.
PUB DATE- Nov 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Ladders; Educational Change; Elementary Secondary Education; *Minimum Competency Testing; Predictor Variables; State Legislation; State Surveys; *Teacher Attitudes; Teacher Characteristics
IDENTIFIERS- *Texas

A Texas committee on educational reform held hearings in 1984 on the implementation of career ladder and teacher competency testing plans. These reforms were enacted by the legislature late that year. In the spring of 1984, 1985, and 1986, three surveys were undertaken to determine how teachers felt about these reforms as proposed and later enacted. Each survey was sent to a separately selected random sample of 2000 teachers, and each was returned by over 700 respondents. Each survey was 60 items long and requested demographic information as well as indications (on a Likert-type scale) of the teachers' attitudes toward the reforms and their efforts. This report reviews the literature, describes the study methodology, and presents 16 tables displaying the major findings in terms of the percentages agreeing with, disagreeing with, or undecided about specified propositions each year. The teachers supported the concept of competency testing for preservice teachers and were generally opposed to the career ladder plan. Their opposition to both reforms grew with experience. The teachers reported that the reforms increased stress and decreased morale. The paper also comments briefly on the few relationships found between selected demographic variables and responses to the reforms. (PGD)

ED 277 920 CG 019 602

Lystad, Mary, Ed.
Innovations in Mental Health Services to Disaster Victims.
National Inst. of Mental Health (DHHS/PHS), Rockville, MD. Center for Mental Health Studies of Emergencies.
REPORT NO.- DHHS-ADM-86-1390
PUB DATE- 85
NOTE- 168p.; For related document, see CG 019 601.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Crisis Intervention; Delivery Systems; *Emergency Programs; *Human Services; *Mental Health; *Natural Disasters; *Rescue; Stress Variables

This monograph was developed to provide mental health and other service delivery workers with an overview of conceptual, programmatic, and educational developments in mental health services to disaster victims over the past 10 years. It was written primarily for national policymakers, administrators, and service providers of disaster relief programs; for state mental health emergency coordinators; and for regional Public Health Service and Federal Emergency Management Agency emergency coordinators. Chapters include: (1) "Mental Health Programs in Disasters: 1974-84" (Mary Lystad); (2) "Crisis Counseling Principles and Services" (Raquel E. Cohen); (3) "Family and Community Outreach in Times of Disaster: The Santa Cruz Experience" (Jack Peuler); (4) "Public Education Materials for Victims and for Their Families, Schools, and Neighborhoods"; and (5) "Special Programs for Children" (Mary Lystad). An annotated list of mental health reference materials for disaster workers and adult victims and an annotated list of books for child disaster victims by age group are appended. (NB)

ED 277 992 CS 008 648

Maxwell, Laurie; Paulu, Nancy, Ed.
Eight Pointers on Teaching Children To Think. Research in Brief.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- IS-87-104rib
PUB DATE- Jan 87
NOTE- 3p.; For the cited document, see ED 266 436.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Development; *Critical Thinking; Educational Research; Elementary Education; *Teacher Response; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Thinking Skills

Based on the research report "Thinking Skills" by Robert J. Marzano and C. L. Hutchins, this paper offers the following pointers on teaching children to think: (1) when teaching new information, have students compare it with what they already know; (2) provide students with manageable ways to evaluate information and teach them to ask questions; (3) help students develop a good problem-solving framework; (4) use "guided imagery," a technique that involves imagining an event or experience, to teach children important or difficult information; (5) teach children to elaborate by making inferences about information not explicitly stated in what they read; (6) encourage invention by asking students to create new information or products; (7) make sure students know how to use instruments such as a microscope or a map; and (8) encourage students to set goals for particular time frames. Examples of each pointer are included. It is suggested that educators teach students how to choose the information they want to remember and that students learn to examine their attitudes about learning and to evaluate their own progress. (JD)

ED 278 005 CS 008 671

Pace, Ann J.; And Others
The Relationship between Students' Self-Reports of Text Studying Practices and Course Achievement.
PUB DATE- Dec 86
NOTE- 14p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Advance Organizers; Content Area Reading; Data Analysis; Higher Education; *Learning Strategies; Reading Assignments; *Reading Comprehension; Reading Habits; *Reading Research; Secondary Education; *Study Habits; *Study Skills

An earlier study found virtually no relationship between college students' reported studying practices and various tests of reading comprehension, so a second study investigated whether different results would be obtained with an instrument based on study strategies college students actually reported using. Scores on this instrument were to be correlated with course grades and test scores. Directions asked 76 college students in an earth science course and 73 secondary students in a physics course to report what they do when they study an assigned book chapter. Via a 5-point Likert Scale, the students indicated the frequency of their use of 18 strategies, which were organized into 4 sections. The four sections of the instrument dealt with: (1) previewing the chapter; (2) the initial reading; (3) failures in comprehension; and (4) chapter review. Items regarding previewing strategies were weighted at three levels according to the degree of information a student could obtain from using a procedure, while strategies in the other sections were weighted at three levels according to the extent of active processing involved. Results were similar for both groups, although the college students had significantly higher quantitative and qualitative scores than the high school students. The students' measures of their study practices were then compared to their course grades and test scores. The results reiterate those of the previous study and raise further questions about the supposed relationship between reported study strategies and academic performance. The questionnaire items are appended. (NKA)

ED 278 019 CS 210 209

McKenzie, Hope Bussey
Across a Gap in the Long Line.
PUB DATE- 86
NOTE- 24p.; For a related document, "A View from the Sea-cliff," see ED 261 382.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Diachronic Linguistics; Figurative Language; Folk Culture; Higher Education; *Imagery; Language Styles; Language Usage; *Literary Devices; Literary History; Literature Appreciation; Middle English; *Old English; *Old English Literature; *Poetry; Puns; *Symbolism; Symbols (Literary)
IDENTIFIERS- Alliteration; Beowulf; Chaucer (Geoffrey); Pearl Poet; Sir Gawain and the Green Knight

Intended for college teachers and students of Anglo-Saxon literature, this paper provides an overview of the poetic devices available to poets of the fourteenth century. The paper examines how the "Pearl" poet made use of numerical symbolism and the principles of formal logic as structural devices, giving examples of these devices from "Sir Gawain and the Green Knight," Chaucer's "Parlement of Foules," and Guillaume de Lorris's "Roman de la Rose." The paper also examines the infusion of color into Middle English poetry, citing descriptions of the Green Knight's clothing and castle as examples. Uses of rhyme, puns, and the alliterative long line are also discussed, focusing on the Harley's "Lyrics" and "Sir Gawain." Finally, the paper explores the various uses of allegory and symbolism, especially the religious symbolism in Bede's "De Dei Judicii" and "Pearl." A bibliography of works on Middle and Old English is included. (SRT)

ED 278 033 CS 210 265

Gasque, Alice T.
Putting Your Major to the Test: Value-Added Testing in the English Department.

PUB DATE- Nov 86
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement Tests; College Entrance Examinations; *Curriculum Development; *Curriculum Evaluation; *Educational Testing; *English Curriculum; *Evaluation Problems; Evaluation Utilization; Graduation Requirements; Higher Education; Multiple Choice Tests; National Competency Tests; Test Results; *Test Use
IDENTIFIERS- ACT Assessment; Cultural Literacy; Excellence in Education; Graduate Record Examinations; National Teacher Examinations; Northeast Missouri State University; South Dakota; *Value Added Testing

The Board of Regents of South Dakota's public colleges and universities decided in 1984 to implement a Value-Added Testing program (an exit test required for graduation) modelled on the Northeast Missouri State University plan. The plan was intended to increase student learning, improve curricular design, and encourage excellent teaching. Value-Added Testing, in practice, is a set of tests and retests administered to determine what the students have learned. The items they have picked up is the value students have gained from their education. Despite protests, the Regents insisted on using what they thought were nationally normed tests instead of tests created by the individual institutions. They also charged students for taking the tests and demanded a list of the students who did not take the tests. Baccalaureate degrees were withheld from those who did not take the exit tests. Several questions arose concerning the use of the two components of the Value-Added Testing program, the National Teacher Examination and the Graduate Record Examination, as the only tests of a curriculum: (1) Can a curriculum designed for a particular institution be tested against national norms? (2) Are multiple choice examinations effective tests? and (3) Should naturally normed tests be used to define a rapidly changing curriculum? (SRT)

ED 278 075 CS 505 490

Palmerton, Patricia R.
Rhetorical Types and "Training."

PUB DATE- Nov 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consultants; Corporate Education; Improvement Programs; Individual Development; Inservice Education; *Interpersonal Communication; Language Arts; Management Development; *Persuasive Discourse; Professional Development; Professional Services; Public Speaking; Rhetorical Invention; Seminars; *Skill Development; *Speech Communication; Speech Evaluation; Training; Training Methods; *Workshops
IDENTIFIERS- *Speech Communication Education

The speech communications professionals who are involved in training and consulting need to conceptualize and talk about their activities as communication educators--not as trainers. Clients should be taught to make interpretive choices appropriate to their rhetorical environment, in addition to learning basic skills. As educators in the corporate setting, speech professionals deal with the needs of two audiences--corporate representatives who want "competent communicators" as new hires, and employees in the business setting who want to know how to "communicate well," and how to accomplish personal and professional goals. A workshop can be used to focus on the function of rhetorical choices in the organizational setting. Participants should be involved not just in analyzing their own situations but also those brought to the workshop by others from the same organization. It is the speech professional's task to create a situation where clients are taught how to discover the questions to ask that will enable them to find the alternative communication behaviors available to them. By focusing on participants' rhetorical needs and rhetorical environments, the educator helps them apply performance skills in more flexible ways and in ways that are transferable to other situations. A highly participatory workshop prepares those in the corporate world to respond to the organization as a dynamic environment. (NKA)

ED 278 088 EA 019 047

McDaniel, Augustine
The Long-Term Effects of the Pupil Progression Policy on Academic Achievement.
PUB DATE- 86
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary Education; Longitudinal Studies; *Needs Assessment; Research Needs; *Student Development; *Student Evaluation; *Student Improvement; Student Needs; *Student Promotion; Student Reaction; Student School Relationship
IDENTIFIERS- California Achievement Tests; Normal Curve Equivalent Scores; Pupil Progression Policy

In response to the increased movement toward competency-based education, a large urban southeastern school system implemented a Pupil Progression Policy in the 1980-81 school year. This paper reports on the results of a 5-year longitudinal study of the policy's effect on the academic achievement of retained and promoted students who entered first grade the year the policy took effect. Data included school system records of California Achievement Tests (CAT) and normal curve equivalent (NCE) reading and mathematics scores. Results showed that (1) students' overall academic achievement improved over the testing period; (2) 34 percent of all students were retained one or more times; (3) promoted students obtained higher mean NCE scores than retained students; (4) the lower scores of retained students remained lower over the testing period, though some gains did occur; and (5) grade retention plus Chapter I remedial instruction resulted in academic growth. Implications of the study are that a policy which causes the retention of 34 percent of 3,313 students needs to be revised. Suggestions include making provisions for individual differences, improved preschool and kindergarten programs, and a review of pedagogical considerations. Further research needs to focus on retention's effects on students' social adjustment and self-concept. Ten tables are included. (IW)

Yuker, Harold E.; Block, J. R.

Research with the Attitudes towards Disabled Persons Scales (ATDP) 1960-1985.

Hofstra Univ., Hempstead, NY. Center for the Study of Attitudes toward Persons with Disabilities.
PUB DATE- 86
NOTE- 96p.
AVAILABLE FROM- Hofstra University Bookstore, Hempstead, NY 11550 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Attitude Change; *Attitude Measures; Attitudes; *Disabilities; Research Tools; *Test Reliability; *Test Validity
IDENTIFIERS- *Attitudes Toward Disabled Persons Scale

The monograph provides a review of research studies over the past 25 years which have made use of the Attitude Toward Disabled Persons (ATDP) Scale. The report focuses on pertinent information about the scales, their psychometric properties, and the multitude of ways they have been used. An introductory chapter looks briefly at the history of the ATDP, the development of the scales, scale administration, scoring, interpretation of ATDP scores, and normative data. The second chapter looks at reliability and validity of the instrument with separate sections on validity for scores of nondisabled persons (including their attitudes toward specific disabilities) and validity for scores of disabled persons (separated out by type of disability, extent of disability, and age at onset). The last chapter examines characteristics of the scales and applications in the areas of social desirability of respondents' attitudes, acquiescence, faking, factorial structure, effects of such modifications as changes in wording, disability versus handicap, specific disabilities, and translations of the ATDP into foreign languages. A bibliography of about 370 items is included as are appendices providing means and reliability data and

three forms of the ATDP Scale. (DB)

ED 277 825 CE 045 925

Psacharopoulos, George
Economic Development and Investment: The Role of the Work Force.

PUB DATE- Dec 86
NOTE- 10p.; Paper presented at the International Vocational Education and Training Association Conference (Dallas, TX, December 5-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; *Economic Development; Educational History; *Educational Needs; Educational Philosophy; Labor Force; *Program Effectiveness; *School Role; Secondary Education; Technical Education; *Vocational Education

Although it has been accepted that the work force contributes to a country's development, the issue today is what kind of work force would accelerate economic development and growth. Previously, it was assumed that the provision of "high-level manpower" and "middle-level vocational education" should be given priority to serve a country's developmental objectives. However, current evidence raises the following disquieting issues on vocational-technical education (VTE): (1) VTE is expensive; (2) return on investment in terms of productivity is not as high as for general education; (3) the majority of VTE graduates may not be employed in the economic sector or job for which they were trained; (4) VTE does not necessarily create employment; (5) VTE does not improve students' attitudes about manual labor; (6) VTE cannot be mandated as a terminal level of education; (7) a country's needs in vocational skills cannot be predicted with reasonable accuracy even 2 years ahead; (8) the provision of VTE need not be the responsibility of the state; (9) private provision of VTE skills is more efficient than Ministry of Education-provided courses; (10) it is unjust to support education that benefits the few at the expense of the many; (11) VTE is not the only way to facilitate job skills: on-the-job training may be quicker and cheaper; and (12) VTE may not provide the flexibility needed by the economy. Developing countries should examine these issues and not repeat the mistakes of the past. In most cases, vocational training should be provided by employers or outside the regular school system, and not by the Ministry of Education. (KC)

ED 277 865 CE 046 110

Economic Indicators of the Farm Sector. State Financial Summary, 1985.
Economic Research Service (DOA), Washington, D.C.
REPORT NO.- ECIFS-5-3
PUB DATE- Jan 87
NOTE- 254p.; Document contains small type.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - General (140) Numerical/Quantitative Data (110)
DESCRIPTORS- *Agricultural Production; Credit (Finance); *Economic Climate; Economic Factors; *Economic Status; *Farmers; Financial Policy; *Financial Problems; Government Role; *Income; Loan Repayment; Retrenchment; Tables (Data); Trend Analysis
IDENTIFIERS- *United States

Government data indicate that the top five states in net farm income in 1985 were California ($3.5 billion), Texas ($2.5 billion), Nebraska ($1.8 billion), Florida ($1.8 billion), and Iowa ($1.7 billion). Cattle and calves and dairy products were the top commodities in cash receipts. Texas led cattle and calf production with $4.1 billion, and Wisconsin led in dairy sales with $3 billion. Illinois led in receipts of the next two highest earning commodities, corn ($3.4 billion) and soybeans ($1.9 billion). Iowa led in hog sales ($2.4 billion). California farmers had the largest production expenses ($11.9 billion), followed by farmers in Texas, Iowa, Illinois, and Nebraska. Under the farm balance sheet accounts, as of December 31, 1985, the leading states in assets, excluding farm households, were Texas, California, Illinois, Iowa, and Minnesota. The state rankings including operator households were the same. California owed the most in total debt ($15.6 billion), followed by Iowa, Texas, Illinois, and Minnesota. When operator households were included, the rankings remained the same, except that Missouri replaced Minnesota in fifth place. The highest debt/asset ratios excluding farm households were 36 percent in Minnesota, 35.5 percent in Nebraska, 32.1 percent in South Dakota, and 30.7 percent in Wisconsin. States with debt/asset ratios under 10 percent were New Hampshire, Hawaii, Rhode Island, Alaska, and Massachusetts. (This report includes 39 tables of state-by-state data on farm income, cash receipts for various crops and livestock products, government payments, farm production expenses, and real estate and non-real estate farm debt.) (MN)

McLean, Gary N.
Executive Development Programs in Bangladesh. Phase I, Final Report. A Component of the World Bank/Bangladesh Management Education and Training Project.
SPONS. AGENCY- Midwest Universities Consortium for International Activities.; World Bank, Washington, D. C.
PUB DATE- Sep 85
NOTE- 66p.; For related documents, see CE 046 185-187.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Adult Education; Case Studies;

Foreign Countries; Higher Education; *Management Development; *Models; Needs Assessment; *Professional Continuing Education
IDENTIFIERS- *Bangladesh

With funding made available by the World Bank, activities were undertaken in Bangladesh to enhance business management education and training. A model for management development was explained and carried through with the Commerce Faculty of the University of Chittagong. Steps in the model were as follows: (1) analysis of the current status of executive/management development, the business climate, and management development needs; (2) seminar design; (3) development of content and delivery methods; (4) implementation; and (5) evaluation. A review and critique were conducted of executive development programs at the Institute of Business Administration, the Bangladesh Management Development Centre, and the Faculty of Commerce, Dhaka University. Other activities included the presentation of a paper ("Bangladesh Experiences with a Model for Management Development") at the First National Conference on Entrepreneurship and Management Development, presentation of a seminar on writing case studies, and academic counseling. (Following the 20-page report are extensive appendixes, including the model for management/executive development, publicity materials, Executive Development Programme seminar handouts, and participant evaluation forms and responses.) (YLB)

ED 277 906 CG 019 587

Gray, Fredrica
Crossing Bridges: A Guide for Displaced Homemakers and Other Women in Transition.
Connecticut Permanent Commission on the Status of Women.
PUB DATE- Oct 84
NOTE- 77p.; Portions of appended material contain small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; Counseling Services; *Displaced Homemakers; *Females; *Individual Needs; Job Search Methods; Legal Problems; *Midlife Transitions; Money Management; *Resource Materials; Retraining; Student Financial Aid; Victims of Crime
IDENTIFIERS- *Connecticut

This guide was written for displaced homemakers and other women in transition who are concerned about finding employment or additional education, or who need help with child care, legal matters, financial planning, personal counseling, or other special issues.

It provides an outline of some of the resources available in Connecticut to help these women. Chapter I, Entering the World of Work, contains sections on employment counseling, job services, starting a business, and employment and the law. Chapter II discusses education and training programs. Chapter III lists displaced homemaker programs in Connecticut. Chapter IV lists counseling services for battered women, rape victims, and other victims of crime. Chapter V concerns financial matters and includes sections on government financial assistance, counseling for money management, insurance, financial aid for education, child support enforcement, and legislative initiatives. Chapter VI lists sources of legal help, suggests questions to ask an attorney, and notes what records to keep. Chapter VII examines the issue of child care and considers available child care options. Twelve appendices provide lists of resources including Info-Line telephone numbers, employment and other counseling services, educational/vocational programs, child care resources, and useful publications. (NB)

ED 278 047 CS 210 290

Turk, Judy VanSlyke
Information Subsidies and Media Content: A Study of Public Relations Influence on the News. Journalism Monographs Number 100.
Association for Education in Journalism and Mass Communication.
PUB DATE- Dec 86
NOTE- 38p.
AVAILABLE FROM- Association for Education in Journalism and Mass Communication, College of Journalism, University of South Carolina, Columbia, SC 29208 ($5.00, single issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Content Analysis; *Information Services; Journalism; *Media Research; *Newspapers; *News Reporting; Organizational Effectiveness; Propaganda; Publicity; Public Relations; *State Agencies
IDENTIFIERS- Information Subsidies; Louisiana; Media Government Relationship; Media Role; Media Use; *News Sources; Public Information Officers

A study examined the relationship between one "family" of the media--newspapers--and one group of public relations (PR) practitioners--public information officers (PIO) for state government agencies--to determine the nature and level of influence the agencies have upon the media's agenda. Eight daily and Sunday newspapers published in New Orleans, Shreveport, and Baton Rouge were selected because of the cities' population and their residents' access to newspapers, while six Louisiana state agencies were chosen as providing a cross-section of PR styles or philosophies. The highest-ranking PIO in each of the agencies kept a log of all information subsidies ("packages") transmitted to the newspapers' journalists during a two-month period in 1984. Content analyses of information subsidies and newspaper agendas--news articles, feature stories, editorials, columns, and letters to the editor--supported the study's four hypotheses: (1) daily newspapers are more likely to use than discard information from state officials; (2) conformity to journalistic norms of newsworthiness is the most important factor in a paper's decision to accept a news release; (3) the agenda of issues in news stories using information from agency PIOs reflects the issue agenda and priorities of agency information susbsidies; and (4) PIOs who consider themselves as providers of persuasive propaganda are less successful than are officials who view themselves as providers of information. (NKA)

ED 278 101 EA 019 097

Jackson, Charles E.
The Middle School Curriculum: A General Examination.
PUB DATE- Jul 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Back to Basics; Curriculum Development; Educational History; Incidental Learning; *Institutional Characteristics; Junior High Schools; Junior High School Students; *Middle Schools; Preadolescents; *Secondary School Curriculum; *Student Needs; Student School Relationship

This paper reviews the literature on the development of the junior high school and middle school concepts from the early 1900s to the post-World War II period. The nature of the middle school curriculum is also discussed. Meeting the needs of preadolescents appears to have been a major purpose in the establishment of the junior high school, though several factors prevented the junior high from meeting those needs successfully. The earlier maturation of each succeeding generation and renewed interest in the special character of preadolescent needs have led to demands for middle schools that can cater to younger students by providing them a place of their own and an appropriate curriculum. This curriculum caters to the social needs, demands for information about social behavior, and requirements for developing self-direction that are critical to the preadolescent. Curriculum reform efforts have taken two significantly different directions. One group of reformers argues for a return to basic, essential subject matter; another group urges acceptance of the ideas that the real curriculum is created through the day-to-day interaction among teachers and students, and that the curriculum must grow in response to the growth of the students themselves. (PGD)

ED 278 128 EA 019 126

Norris, Cynthia J.
Administrative Brain Dominance Styles.
PUB DATE- 11 Nov 86
NOTE- 36p.; Paper presented at the Annual Meeting of the Southern Regional Council for Educational Administration (Atlanta, GA, November 9-11, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; *Brain Hemisphere Functions; *Cognitive Style; Creative Thinking; Elementary Secondary Education; *Holistic Approach; Leadership Qualities; Leadership Responsibility; *Leadership Styles; *Needs Assessment; Organizational Change; Organizational Objectives; Principals; *Superintendents; Supervisors
IDENTIFIERS- Herrmann Brain Dominance Survey; Tennessee

Characteristic reform measures that perfect the status quo and maintain educational order have become outdated and irrelevant to our times. Educators are calling for leaders with the ability to sense organizational needs from a holistic approach and with the insight or intuitive feel for what the organization can become. Such activity depends upon the complementary incorporation of left-brain processes of analysis and judgment with right-brain visionary, or conceptual, skills. Recent research does not present a positive picture of the superintendent as an agent for change, in that most superintendents have been found to be analytical and technical in the problem-solving approach, rather than intuitive and conceptual. This paper describes a study that confirms these findings. The study explored brain dominance styles prevalent among 115 Tennessee school supervisors, principals, and superintendents, most of whom were nominated by an expert panel on the basis of outstanding leadership. Subjects reported on their cognitive styles (based on brain dominance) by completing the Herrmann Brain Dominance Survey. Results were compared with subjects' individual rankings assigned by their nominators on the basis of technical, human, and conceptual skills (based on definitions developed by Robert L. Katz). Implications are that educational leaders must develop a new, visionary perspective oriented to the building of human potential. Included are 7 figures, 8 tables, and 16 bibliographic references. An appendix includes further information on R. Herrmann's brain profiles and classifications as well as administrator rating definitions adapted from Katz. (IW)

ED 278 168 EA 019 169

Bellott, F. K.; And Others

Developing a Generalizable State Model for Projecting J.T.P.A. Matching Fundings.

PUB DATE- Nov 86
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Compliance (Legal); Criteria; Data Interpretation; *Expenditure per Student; *Federal Aid; *Federal Programs; *Financial Support; Governing Boards; Policy Formation; Postsecondary Education; *Student Costs; Student Financial Aid; *Vocational Education; Vocational Schools; Vocational Training Centers
IDENTIFIERS- *Job Training Partnership Act 1982; Pell Grant Program; Tennessee

The Job Training Placement Act (JTPA) of 1982, a federally funded program directed by individual states, provides financial assistance to any state education agency responsible for education and training. Section 123(b) of the JTPA requires states to match the federal assistance with income from other sources. This paper reports on the study undertaken by the Bureau of Educational Research and Services, Memphis State University, at the request of the Tennessee State Board of Regents (SBR). The SBR was assigned to identify and document a generalizable formula for determining eligible funds used to match JTPA expenditures. The reason for the development of the formula was to propose a change in current practices of identifying JTPA matching funds on the record of individual participants. The SBR proposed to meet the JTPA matching requirements by utilizing Pell Grant Program funds and subsequent state training funds expended for those who meet JTPA eligibility criteria. Procedures included (1) utilizing data contained in institutional reports during the fall quarter of 1984, and (2) collecting data on individual students enrolled in area vocational-technical schools and state technical institutes. Findings showed that the ratio of Pell Grant and state in-kind funds expended for JTPA recipients to JTPA funds was 5.31 to 1, or a 5 to 1 overmatch. Eight tables are included. (IW)

ED 278 181 EC 191 726

Gay, Judith A.
Differences in Attitudes toward the Handicapped between Caring-Sharing Peer Tutors and Their Sixth Grade Classmates.

PUB DATE- 86
NOTE- 78p.; Master's Thesis, Seattle Pacific University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Attitude Change; Grade 6; Intermediate Grades; *Peer Acceptance; *Peer Teaching; *Severe Disabilities; *Student Attitudes; Swimming; *Tutoring; *Volunteers

The study compared attitudes of nine 6th grade students (eight female and one male) who volunteered to participate in a peer tutoring swimming program for moderately and severely handicapped children with the attitudes of the remainder of the sixth grade class (N=15) who had not volunteered. All students had previously completed a curriculum designed to develop accepting attitudes toward the handicapped. Both volunteers and non-volunteers had similar perceptions of the handicapped but volunteers had much more positive feelings toward the handicapped. Although, in general, neither perceptions nor feelings of the volunteers or non-volunteers changed after 7 weeks of the peer teaching program, the one male who also had the most negative feelings among the volunteers at pre-test reported very positive feelings at post-test. References, tables, study correspondence and student attitude questionnaires are appended. (DB)

ED 277 839 CE 046 060

Sarkees, Michelle D.
Communicating Vocational Education Options to Disadvantaged Students and Their Parents.
PUB DATE- Dec 86
NOTE- 18p.; Paper presented at the American Vocational Association Convention (Dallas, TX, December 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disadvantaged; Educational Legislation; *Educational Opportunities; *Information Dissemination; Material Development; *Parent Materials; *Parent Teacher Cooperation; Program Development; Secondary Education; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984

This guide is intended to assist vocational educators in developing a process and materials for communicating vocational education options to disadvantaged students and their parents. The first section outlines the provisions of the Carl D. Perkins Vocational Education Act regarding state responsibilities to provide vocational education services and activities for handicapped and disadvantaged students. Described next is a local-level process for disseminating information on vocational education options that includes the following 11 components: career development activities, guidance and counseling services, information relative to vocational education opportunities and eligibility requirements, vocational assessment, equal access with respect to recruitment and placement activites, a full range of vocational programs, the least-restrictive environment, educational planning reflecting coordination among vocational and special educators, individualized education programs (IEPs), special services with modifications to meet individual needs, and transition counseling services. The next two sections cover the importance of providing vocational education information to disadvantaged students and their parents/guardians and state responsibilities for providing information. A table details the procedures and persons involved in 25 information dissemination activities and materials. Concluding the guide are lists of concerns expressed by persons surveyed regarding the educational information needs of disadvantaged persons and the challenges for individuals working with disadvantaged populations. (MN)

ED 277 935 CG 019 617

Sigmon, Scott B.
School Counseling Psychology: Framework for Role Change Regarding Special Education.
PUB DATE- Dec 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classification; Counselor Qualifications; *Counselor Role; *Crisis Intervention; *Educational Diagnosis; Elementary Secondary Education; Psychopathology; *School Counseling; *School Psychologists

School counseling psychology can be viewed as residing at a midway point on the helping continuum between school guidance and psychotherapy. The training of school personnel for doing counseling varies greatly. School psychologists are often expected to provide counseling. Counseling is done to help alleviate the child's distress, often manifested in disobedience, poor achievement, and breaking school rules. School counseling personnel must be aware of cultural and ethnic considerations to be successful in cross-cultural counseling situations. A five level framework for determining psychological adjustment and for deciding when to counsel is useful. Level one represents a normal child never in need of counseling. Level two suggests a mild, occasional problem. Level three situations involve children with mild to moderate adjustment reactions and are the ideal candidates for counseling. Level four represents a moderate to severe deep-seated adjustment problem of some duration and is usually outside the expertise of the school psychologist. Level five refers to crisis situations such as suicide threats. While level five situations are also beyond the expertise of the school psychologist, he/she may be required to provide psychological first aid and referral services. Level five is always the psychologist's top priority. Knowledge of this framework should help novice counselors better conceptualize degrees of psychopathology that may be encountered in schools. (NB)

ED 277 950 CG 019 632

Adams, Caren; Fay, Jennifer
"Nobody Told Me It Was Rape": A Parent's Guide for Talking with Teenagers about Acquaintance Rape and Sexual Exploitation.
REPORT NO.- ISBN-0-941816-13-3
PUB DATE- 84
NOTE- 30p.

AVAILABLE FROM- Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; *High Risk Persons; Mass Media Effects; *Parent Child Relationship; *Parent Materials; Parent Role; *Prevention; Rape; Sex Stereotypes; *Sexual Abuse
IDENTIFIERS- *Acquaintance Rape
This book was written to help parents talk to their adolescent children about acquaintance rape and sexual exploitation. It may also be useful to family life educators presenting units on rape and sexual exploitation. Acquaintance rape and sexual exploitation are explained in the first section. The second section discusses talking with teenagers by examining how to get started, what to say, what constitutes consent, and how to use examples. Several prevention ideas are suggested in the third section. The fourth section looks at messages from the media. The fifth section describes teenagers at risk for acquaintance rape and sexual assault. The final section on recovery information lists 10 steps parents can use to help their teenager who has been a victim of acquaintance rape or sexual assault. (NB)

ED 277 965 CG 019 647

Baer, Melanie
Evaluation of Research Findings Related to Effectiveness of Therapy with Ethnically Different Therapist-Client Pairs.
PUB DATE- Nov 86
NOTE- 58p.; Doctoral Research Paper, Doctor of Psychology degree, Biola University.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Client Characteristics (Human Services); Counseling Effectiveness; *Counselor Characteristics; *Counselor Client Relationship; Cross Cultural Training; *Cultural Differences; *Ethnic Groups; Ethnic Relations; *Psychotherapy; Therapists

With the addition of the Board of Ethnic Minority Affairs to the American Psychological Association and the observation that greater numbers of ethnic minorities are seeking psychological treatment, a growing area of research has been related to ethnic issues in psychotherapy. Many empirical studies have been conducted comparing psychotherapy effectiveness for ethnically heterogeneous versus homogeneous therapist-client pairs. Three major types of studies have been done in which therapist-client ethnic similarity served as the independent variable: (1) studies examining ethnic preference for therapist; (2) research on therapy process variables; and (3) therapy outcome studies. In general, the research suggests that clients tend to indicate preference for an ethnically similar therapist prior to the onset of therapy. Once the process of therapy has been initiated, however, there is less of an effect observed favoring therapist-client ethnic similarity. The findings of therapy outcome studies suggest that therapy is as effective under conditions of ethnic dissimilarity as under conditions of ethnic similarity. Cross-cultural therapy training designed to prepare therapists to work effectively with minority clients may help decrease the problems that exist in cross-cultural psychotherapy. (Author/NB)

ED 278 062 CS 505 466

Schnoor, Larry
Historical Summary of the Interstate Oratorical Association, 1873-1984.
PUB DATE- Nov 84
NOTE- 8p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competition; Debate; Higher Education; *History; Organizations (Groups); *Persuasive Discourse; Program Design; Program Development; *Public Speaking
IDENTIFIERS- *Interstate Oratorical Association

Established in 1874, the Interstate Oratorical Association (IOA) represents the nation's oldest competitive collegiate speaking association. It is now composed of collegiate speaking associations in 19 states. Begun by three student members of the Adelphi Society at Knox College, the IOA held its first contest on February 27, 1874 at the Opera House in Galesburg, Illinois, and completed plans for a permanent organization on June 9 of that year. An annual contest has been held every year since then The contest had one division and each state was represented by a single orator until 1936, when separate divisions were initiated for men and women. In 1974, the IOA voted to return the contest to a single division format. Contest winners were awarded monetary gifts until 1953, when IOA voted to give medals and certificates instead. The site of the IOA annual contest rotated among member states until 1984, when the Association voted to consider site location based on the merits of the bids presented. Several books have been published listing the speeches of the winners of the IOA contest throughout the years. Between 1908 and the early 1930s, each college was responsible for publishing its winning speeches but in 1934, the IOA took over this task and has since continued to publish all of the orations presented in "Winning Orations." Many contestants in the IOA contests have gone on to establish themselves meritoriously in a number of professions, including law, education, religion, and speech communication. (Specific individuals and their accomplishments are cited.) (JD)

ED 278 115 EA 019 112

Worth, Walter H.

Learning to Plan for Learning.

PUB DATE- 23 Apr 86
NOTE- 11p.; Paper presented at the Annual Joint Conference of Alberta School Superintendents and Alberta Education (Edmonton, Alberta, Canada, April 23, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Planning; *Educational Trends; Foreign Countries; Success
IDENTIFIERS- *Canada

This paper discusses the development of educational planning processes in Canada. The first of the three topics addressed is change in eight characteristics of planning between 1956 and 1986: (1) the locus of planning, (2) the vehicle for planning, (3) the educational level on which planning focused, (4) the scope of planning, (5) the time frame involved, (6) preferences for qualitative or quantitative improvement, (7) the number of participants in the process, and (8) the extent to which technological advancement has affected planning. The second topic concerns factors associated with success; it is suggested that six factors are associated with the success of planning efforts: (1) the power of the sponsor, (2) the continued presence of an important advocate, (3) the continued visibility of the planning effort itself, (4) the specificity of the course of action advocated, (5) the packaging and marketing of the plan, and (6) the timing of the plan. The third topic concerns recent insights about planning; in this final section, the paper reflects on the confluence of interest in the organizational nature of schools and in contingency planning. The extent to which goals are agreed on and technology clearly established identify planning efforts as focused on programing (that is, applying knowledge rationally), learning, bargaining, or searching. (PGD)

ED 278 141 EA 019 140

Bennion, John W.
Salt Lake City's Systemwide Approach to Instructional Improvement.

PUB DATE- 7 Nov 86
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Ladders; Curriculum Development; Elementary Secondary Education; Faculty Development; *Instructional Improvement; Instructional Leadership; Organizational Objectives; School Districts; Teacher Administrator Relationship

IDENTIFIERS- *Salt Lake City School District UT

This paper identifies the five instructional improvement goals set by the Salt Lake City (Utah) School District and describes the activities undertaken by the district in pursuit of those goals. The goals are (1) to develop an instructional program with clear learning objectives, including those mandated by the state; (2) to develop a comprehensive model of effective teaching and a systematic program of teacher evaluation; (3) to develop an appropriate mix of criterion- and norm-referenced student evaluation tools; (4) to develop a positive and effective learning environment in each school; and (5) to enhance the teacher's role by developing a career ladder, offering year-round employment to selected teachers, and involving teachers in the achievement of the first four goals. The paper gives particular attention to the establishment of effective and collaborative working arrangements among teachers and administrators, the major features of the career ladder system, the district's attitudes toward curriculum development, and the administrator's role as an instructional leader. (PGD)

ED 278 196 EC 191 752

Lotz, H. Winky
Cerebral Palsy Not Necessary: Maxi-Move. Do It Yourself for Parents with Movement Delayed Children under Eight.
REPORT NO.- ISBN-0-936112-04-2
PUB DATE- 86
NOTE- 209p.
AVAILABLE FROM- Willyshe Publishing Co., 112 Mountain Rd., Linthicum Heights, MD 21090 ($24.00, 20% discount to libraries, plus postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cerebral Palsy; Developmental Disabilities; *Exercise; Games; Intervention; *Motor Development; *Movement Education; *Parent Child Relationship; Parent Education; Physical Disabilities; Psychomotor Skills; Sensory Experience; Young Children
IDENTIFIERS- Developmental Delays; Early Intervention

Written for parents to use in the home environment, this illustrated handbook describes the Maxi-Move program, an intensive one-year program of exercise for children of one to eight years of age, who have cerebral palsy. The program does not use physical therapy, patterning, or specific movement goals, but focuses on having fun, creating environments conducive to movement and exercise, and use of everyday tasks (such as feeding or bathing) as bases for the child's exercise and motor development. The nature of cerebral palsy and its effects on the body are described, and the underlying rationale for the exercises is explained, as are the learning processes involved in their use. Exercises designed for or involving relaxation, arms, aerobic fitness, hands, head, neck, rotation, balance, turning, backs, legs, shoulders, feet, and mouth are described and illustrated in detail. An annotated bibliography of about 30 citations is included. (CB)

ED 278 210 EC 191 777

Passow, A. Harry
Issues and Trends in Curriculum for the Gifted.
PUB DATE- Nov 86
NOTE- 8p.; Paper presented at the Annual Conference of the National Association for Gifted Children (33rd, Las Vegas, NV, November 2-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Acceleration (Education); Community Role; *Curriculum Development; Curriculum Enrichment; *Educational Development; *Educational Needs; Elementary Secondary Education; Ethical Instruction; *Futures (of Society); *Gifted; Humanistic Education

If educators are to fulfill their responsibilities to gifted children and youth, they must come to grips with related issues and questions when planning curriculum and instruction to prepare children and youth for the future. Among those issues and questions are: comprehensive curriculum planning for gifted children; total curriculum planning (as opposed to "pull-out" programs); understanding of the multiple dimensions of cognitive and affective growth; the need for both acceleration and enrichment in programs for gifted students; individualized instruction; effects of educational climate; training of all teachers to work with the gifted; and resources and materials for instruction which exists outside the gifted student's classroom and school. These issues, and many more, such as the need for teaching moral and ethical dimensions of modern technology, leadership skills, global perspective and understandings, and the threat of war, affect the development of curriculum for teaching gifted students to cope with and succeed in the future. (CB)

ED 278 225 FL 016 357

Cruickshank, Donald W.
The Theory and Practice of Teaching English for Special Purposes.
PUB DATE- 83
NOTE- 23p.; In: Saltarelli, Mario, Ed. The Foreign Language Syllabus--Grammar, Notions and Functions. Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1983; see FL 016 352.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)
DESCRIPTORS- Course Evaluation; *Curriculum Design; Discourse Analysis; Educational Trends; *English (Second Language); *English for Science and Technology; *English for Special Purposes; Higher Education; *Language Research; *Learning Theories; Material Development; Needs Assessment; Second Language Instruction; Structural Linguistics; Teacher Education; Trend Analysis

English for special purposes (ESP) is the fastest growing facet of language teaching, led by the efforts of British and American linguists. The learner-centered orientation in English-as-a-second-language instruction and the expressed need of people around the world have stimulated development in the field. ESP courses are generally either occupational or educational in emphasis, and are either offered independently or integrated with content areas. Four elements are recognized as essential to ESP courses: needs assessment, materials development, teacher preparation, and evaluation. ESP research, particularly concerning the language of science and technology, has developed four basic emphases: traditional attitudes to the language of science, linguistic analysis of the lexicon, linguistic analysis of syntax, and discourse analysis. While no single model exists for the development of instructional materials because of the diversity of needs and program objectives, general elementary programs teaching English in a science context have been created and some other materials have found widespread use. There have been a variety of approaches to ESP course design, but the elements that need development are a finite structural approach for program sequencing and a strong theoretically-based curriculum design model for materials development oriented to client needs. Thirty-three references are included. (MSE)

ED 278 240 FL 016 373

Gillespie, Junetta B., Ed.
Video and Second Language Learning. Special Issue.
Illinois Univ., Urbana. Language Learning Lab.
PUB DATE- 85
NOTE- 137p.; For individual articles, see FL 016 374-385.
AVAILABLE FROM- Language Learning Laboratory, G-70 Foreign Languages Building, University of Illinois at Urbana-Champaign, 707 S. Mathews, Urbana, IL 61801 (Order No. 566-5:1, $12.00 plus $1.00 handling fee).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Agriculture; Audiovisual Aids; Classroom Techniques; Communications Satellites; Copyrights; *Educational Television; *Interactive Video; Learning Theories; Material Development; Pantomime; Paralinguistics; *Second Language Instruction; *Second Language Learning; Simulation; Spanish; Teacher Developed Materials; Teacher Education; Telecommunications; Television Commercials; Video Equipment; *Videotape Recordings

The extent to which video has come of age with respect to language learning is the focus of this special issue, which provides information on sources of materials and offers practical ideas for the effective and creative use of those materials in second language instruction. Articles include: "Video and Language Learning: A Medium Comes of Age" (Junetta B. Gillespie); "Video and Second Language Learning" (Jean-Pierre Berwald); "Access to International Television" (Rick Altman); "Satellite Reception of Foreign Language Programming" (Lee Lubbers); "Self-Produced Video Tapes in Second Language Instruction" (Junetta B. Gillespie); "Where's the Video--A Review of Resources for Foreign Languages" (Jacquelyn Tanner); "Using 'Off-Air' Television Broadcasts from Non-U.S. Sources--Some Practical Suggestions" (Louis A. Olivier); "TV or Not TV?" (Michael Danahy); "Video in Language Learning" (Rina Donchin); "Parody and Phonetics: Video in the Conversation Class" (Constance L. Ecklund); "Video in Second Language Teacher Training" (Pearl Goodman); "Spanish for Agricultural Purposes: Another Use of Video" (Bruce H. Mainous, Robert Blomeyer, Jr., Junetta B. Gillespie); "An Introduction to Interactive Video" (Ulric Chung); "A Theory of Learning and Skill-Acquisition Applied to Interactive Video: Activities at the David O. McKay Institute, Brigham Young University" (Larrie E. Gale, Bruce L. Brown); and "Copyright Guidelines for 'Fair Use' of Videotapes for Education" (Junetta B. Gillespie). The issue also contains detailed reviews of five video courses (including availability and other information). Courses are: "Access to Arabic" (for businessmen and others planning to travel in the Arab world); "Everyday Mandarin: Chinese Video Course for Beginners"; "Follow Me to San Francisco" (a beginner's course in American English); "Living in Washington" (for fourth- and fifth-year students of English--set in Washington State); and "Speak Easy: English through Video Mime Sketches" (for intermediate English language students). Seven brief book reviews whose topics range from elementary composition practice to spoken Cree conclude the document. (MSE)

ED 278 256 FL 016 395

Griffin, Bruce; And Others
Foreign Language Mastery Curriculum.
Utah State Office of Education, Salt Lake City. Div. of Curriculum and Instruction.
PUB DATE- 1 Aug 85
NOTE- 75p.; Appendix contains small/broken print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Classroom Techniques; Communicative Competence (Languages); Correlation; *Cultural Awareness; *Curriculum Design; Curriculum Guides; Difficulty Level; Educational Objectives; Elementary Secondary Education; FLES; Language Proficiency; *Language Skills; Listening Skills; *Mastery Learning; Public Schools; Reading Skills; Second Language Learning; *Second Language Programs; Speech Skills; State Standards; Writing Skills
IDENTIFIERS- Utah

The Utah state foreign language mastery curriculum is outlined in the form of specific behavioral objectives for listening, thinking, speaking, reading, and writing skills, accuracy, and cultural awareness at four levels (novice, intermediate, advanced, and superior). The curriculum represents a change in overall emphasis from grammar to speaking skills supported by the other skills of reading, writing, and knowledge of structure. Goals for the elementary school student are also included. The goals, standards, and objectives are drawn from the American Council on the Teaching of Foreign Languages' Provisional Proficiency Guidelines, which are appended. The curriculum is presented as a model to be adapted by school districts as needed. In addition, notes are provided concerning (1) the suggested correlation of proficiency level to years of secondary school foreign language study and (2) methods of teaching speaking skills. (MSE)

ED 278 271 FL 016 429

Valdman, Albert
On the Acquisition of the Othoepic Norm in French Pronunciation.
PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Kentucky Foreign Language Conference (Lexington, KY, April 24-26, 1986). Appended materials contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Speech); Classroom Techniques; College Faculty; Distinctive Features (Language); *French; Higher Education; Interlanguage; *Language Teachers; Learning Processes; Phonetic Analysis; Phonology; *Pronunciation Instruction; Second Language Instruction; *Second Language Learning; Teaching Assistants; *Vowels

An experiment exploring the use of a single phonological variable in standard French by advanced American speakers of French who teach beginning college-level French classes is reported. Seven graduate instructors' use of the variable was examined in directed interviews with a native speaker and in the reading of sentences containing instances of the variable. In addition, the subjects were asked to identify deviant forms and to evaluate their own pronunciation. The findings show that the teachers used the preferred pronunciation in the more formal sentence recitation but did not identify the deviant phoneme in most cases. Overall, the results suggest that these teachers do not behave like native speakers with respect to phonological variables. The study recommends a method for gradually training American learners to produce mid-vowel contrasts by following these steps: imparting the "Loi de Position" according to which the three mid-vowels are each realized by two variants in complementary distribution; assigning grammatical forms to the mid-vowel occurrences; adding lexical items; and making wider generalizations invollving graphic combinations. Appended are diagrams, tables, references, and a pronunciation questionnaire. (MSE)

ED 278 285 HE 019 540

Deciding Who Shall Lead. Recommendations for Improving Presidential Searches.

American Council on Education, Washington, D.C.; Association of Governing Boards of Universities and Colleges, Washington, D.C.

PUB DATE- 86
NOTE- 23p.
AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, D.C. 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Qualifications; *Administrator Responsibility; *Administrator Selection; *College Presidents; Confidentiality; *Employment Practices; Higher Education; Leadership Responsibility; Needs Assessment; *Search Committees (Personnel)

Recommendations for improving the search, selection, and negotiation for a college president (the term president is used to represent an institution's chief executive officer) are offered, and the social responsibilities of the president are briefly addressed. Aspects of the search that may present problems include: determining institutional needs, the active search, search committee composition and organization, board oversight, communications, confidentiality, and assessment of finalists. Recommendations are as follows: assess college and community needs, decide to spend the money, determine whether outside help is needed, establish a reasonable time frame, establish good relations with the media, actively seek a diverse pool of candidates, seek realistic qualifications, question automatic assumptions, protect the integrity of the process, emphasize thorough and timely communication, clarify expectations of the nominations process, reconsider the use of letters of recommendation, conduct thorough background checks on final candidates, negotiate terms of employment precisely, announce the appointment privately before going public, and plan and assist in the transition. (SW)

California College-Going Rates, 1985 Update. Report 86-25.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- Sep 86
NOTE- 65p.
AVAILABLE FROM- California Postsecondary Education Commission, Publications Office, 1020 Twelfth Street, Third Floor, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Asian Americans; Black Students; *College Attendance; *College Bound Students; Community Colleges; *Enrollment Trends; Females; Filipino Americans; *Geographic Distribution; Higher Education; High School Graduates; High Schools; Hispanic Americans; Males; Minority Groups; Private Colleges; Racial Distribution; State Surveys; State Universities; White Students
IDENTIFIERS- *California

Trend data on college-going rates in California are examined, with attention to statewide high school graduation and college-going trends, and participation rates for the University of California, California State University, California community colleges, and independent colleges and universities. The trend data cover 1974-1985 for the state colleges and 1977-1985 for the private colleges. Data are also provided on differences in enrollment rates by sector for 58 California counties for 1974-1985, and sex and ethnic differences in participation rates for each sector by county. It was found that the percentage of recent high school graduates enrolling as freshmen in California colleges and universities declined from approximately 60% in 1977 to 54% in 1985. The percentage enrolling in California's community colleges dropped from 43.3% to 33.0%, while the percentage attending accredited independent colleges declined slightly from 3.6% to 3.0%. In contrast, the enrollment increased at the University of California (5.2% to 7.7%) and the California State University (8.0% to 10.0%). (SW)

ED 278 314 HE 019 996

Monger, Janis, Ed.
Texas' Faculty Salaries Trail National Average.
Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- Jan 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; Comparative Analysis; Full Time Faculty; Higher Education; *Public Colleges; State Surveys; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Texas

Trends in faculty salaries in Texas are reported, along with some comparisons to national trends. Faculty salaries in Texas universities average 2.1% above 1985-1986 levels but are projected to lag 8.4% below the national average for 1986-1987. Texas' first four faculty ranks (professors, associate professors, assistant professors, and instructors) earn an average $33,815 annually compared to $33,130 in 1985-1986. Texas faculty will earn 8.4% below the national average in 1986-1987 if the national average in faculty salaries continues to increase the same 7% as the previous year. Average budgeted salary data are provided for public senior colleges and universities for six faculty ranks for 1985-1986 and 1986-1987. The number of full-time equivalent (FTE) faculty and the average salaries for the first three ranks are indicated for specific colleges and universities. For professors, associate and assistant professors, and instructors, data are provided for each institution on the number of FTE faculty, average salaries, highest salaries, and lowest salaries. Salaries for full-time faculty in general academic and vocational-technical courses combined are also reported. (SW)

ED 278 329 HE 020 012

Arredondo, Victor A.
Some Problems Affecting Higher Education in Mexico.
PUB DATE- Apr 86
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College Students; Demography; Economic Climate; Educational Change; *Educational Demand; *Enrollment Trends; Federal Aid; *Financial Problems; Foreign Countries; *Higher Education; Population Trends; State Aid
IDENTIFIERS- *Mexico

Major problems of higher education in Mexico are addressed in the context of the country's developmental stages, socioeconomic conditions, and demographics. Important factors in modern Mexican history include: population growth, public and private investment to stimulate socioeconomic activities in different regions of the country, and financial problems. In higher education, the number of students has increased dramatically; yet, the economic crisis has limited public resources for expanding educational services and has restrained the student's capability to continue schooling. Despite large increases in government subsidies to public universities, the level of funding does not compensate for inflation and for the developmental needs of institutions. To respond to the recently created groups of students and institutions, significant numbers of new teachers were hired; however, many were new graduates without teaching experience. Colleges and universities are mainly concentrated in the most urbanized areas of the country. The distribution of students by type of postsecondary institution and major is also considered. Eight figures and three tables are provided. (SW)

Agreement between University of Maine and University of Maine Professional Staff Association, Professional Unit, July 1, 1985-June 30, 1987.

Maine Univ., Orono.; National Education Association, Washington, D.C.

PUB DATE- 1 Jul 85
NOTE- 50p.; For a related document, see HE 020 030.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Development; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Personnel Policy; Program Termination; Records (Forms); *State Universities; Teacher Dismissal; Teacher Salaries; Tenure; Unions
IDENTIFIERS- Dues Checkoff; Faculty Reappointment; National Education Association; *NEA Contracts; Personnel Files; Tuition Benefit Programs; Union Rights; *University of Maine

The collective bargaining agreement between the University of Maine and the University of Maine Professional Staff Association, the professional unit of the National Education Association, covering the period July 1, 1985-June 30, 1987 is presented. Unit members are university employees and professional and administrative staff. Items covered in the agreement include: unit recognition; management and association rights; meet and consult provisions; personnel files; appointment, reappointment, and nonreappointment; job openings and promotions; employee termination; layoff and recall; soft money; professional rights; job descriptions; evaluation; work schedule; grievance procedures; checkoff and maintenance of membership; salaries; insurance; leaves; tuition waivers and professional development; use of personal automobile; outside employment; safety and health; nondiscrimination; no strike/lockout clauses; program transfer and elimination; and parking fees. Grievance forms are appended. (SW)

ED 278 356 IR 012 416

Anderson, Jonathan; And Others
Developing Computer Use in Education: Guidelines, Trends and Issues.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
REPORT NO.- BKAM/86/M/83-1200
PUB DATE- 86
NOTE- 128p.; Report based on discussions held at an Experts Planning Meeting on the Use of Computers in Education (Bangkok, Thailand, December 2-7, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Assisted Instruction; *Computer Literacy; Computer Software; *Computer Uses in Education; Curriculum Development; Developed Nations; *Developing Nations; *Educational Trends; Foreign Countries; Guidelines; Inservice Teacher Education; *Microcomputers; *Policy Formation; Preservice Teacher Education; Technological Advancement
IDENTIFIERS- *Asia Pacific Region

Designed to provide educational policy-makers and decision-makers with a basis for the development of guidelines for the development of education programs, this report presents an overview of trends and issues in computer education within the countries of the Asia and Pacific region. The impact of computers on society is described, as well as the more recent impact of the microcomputer on classrooms in the region. Likely future developments in computing are then discussed, together with the need for research on the effectiveness of computer instruction and how best to introduce computer use in education. Policy issues considered include the relationship of schools to society; equity of access to information; security and privacy; ergonomic and health factors; and computer awareness in the broader community. Hardware considerations are also discussed, including evaluation and selection; costs; site preparation; maintenance; local requirements; special features; and insurance. Various instructional and management applications of computers and the need for the development of appropriate software are considered, as well as the need for both preservice and inservice education for teachers. Curriculum requirements at the school level, postsecondary or tertiary level, and for nonformal education are also examined. Discussion of key issues to be considered in developing a national policy on computer education and an examination of new demands being made on literacy teaching conclude the report. Twenty-five references and a glossary of computer terms are appended. (KM)

ED 278 368 IR 012 479

Development and Utilization of Neo-Literate Materials. Final Report. Proceedings of the Regional Workshop on the Preparation of Literacy Follow-Up Materials in Asia and the Pacific (3rd, Tokyo, Japan, November 26-December 3, 1985).

Asian Cultural Centre for UNESCO, Tokyo (Japan).; United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 86
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agricultural Education; Developed Nations; *Developing Nations; Environmental Education; Foreign Countries; Health Education; *Instructional Materials; *Material Development; Media Adaptation; Nontraditional Education; Production Techniques; Rural Development; Training; Womens Education; Workshops
IDENTIFIERS- India; Indonesia; Japan; Malaysia; *Neoliteracy; Nepal; Papua New Guinea; Philippines; Thailand

The third workshop on the preparation of materials for the newly-literate in Asia and the Pacific was designed to train participants in the development, production (including design and illustration), distribution, and utilization of neoliteracy materials focusing on the improvement of rural living and the role of women in rural areas. Workshop activities, which included discussion with technical advisers, exchange of experiences and views among participants, practical training, and study visits, centered around: (1) the development of effective formats; (2) the development of content; (3) the modification and adaptation of new drafts of neoliterate materials to be produced under the Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP); (4) selection of representative neoliterate materials from participants' countries for publication in a collection of model materials for the area; and (5) the exchange of information on the utilization of neoliterate materials in the participants' countries. Reports from the representatives from India, Indonesia, Malaysia, Nepal, Papua New Guinea, the Philippines, and Thailand describe national activities following the second regional workshop in adapting and producing materials. A separate report describes literacy and rural development activities in Japan, including the history and distribution of an agricultural education magazine. Appended materials include general information on the workshop, the agenda, a participant list, national follow-up activity plans prepared by workshop participants, and the texts of three addresses presented at the opening ceremony. (DJR)

ED 278 381 IR 012 515

Manning, Ric
Plugging in to Computer Bulletin Boards. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 86
NOTE- 3p.
CONTRACT- 400-85-0001
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bulletin Boards; *Communications; Computer Software; *Electronic Mail; *Microcomputers
IDENTIFIERS- Disk Drives; ERIC Digests; *Modems

As computers become an increasingly common appliance, groups and individuals whose interests extend beyond computers have found computer bulletin board systems (BBS) to be efficient communication devices. A BBS is a modem-equipped computer that can communicate with other modem-equipped computers over ordinary telephone lines. A modem translates computer text and numeric data into an audio signal that can be passed back and forth; the BBS software tells the computer how to act as a host for other computers that dial in. Use of the BBS varies extensively from "underground" boards to businesses using them to communicate with employees, to investment groups swapping ideas, to churches using them as outreach tools, and to schools, which are especially interested in their use. One example is the Brooklyn Math and Science Research Academy in New York, where students use the BBS for math/science competitions, trading tips on research projects, and finding a tutor from a database of volunteers. Although time consuming, it is not difficult to install a BBS. All that is needed is a computer, an auto-answer modem, two disk drives or a hard disk for data storage, a phone line dedicated solely to the BBS, and BBS software. Once the BBS is open, a system operator should be alert for any special problems associated with high-tech vandalism. (DJR)

ED 278 395 IR 051 754

Blackie, Edna
Statistics for Librarians: A Distance Learning Package. A Summary. FEU/PICKUP Project Report.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-946469-78-4
PUB DATE- Jun 85
NOTE- 14p.; For related document, see IR 051 753.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Course Content; *Course Evaluation; *Distance Education; Higher Education; *Library Education; Part Time Students; Pilot Projects; Professional Continuing Education; Statistics
IDENTIFIERS- *Newcastle upon Tyne Polytechnic (England)

This summary report provides a brief description of the development of a distance learning curriculum package by the School of Librarianship and Information Studies at Newcastle upon Tyne Polytechnic, which was designed to teach the skills of presenting, analyzing, and evaluating statistical information to middle-management-level librarians and information officers. The development of both the pilot course and subsequent full-scale course is summarized; the development schedule and course outline are presented; and conclusions are discussed. It is concluded that the project had demonstrated the possibility of developing a distance learning course in data presentation and had established a model that can be used in other subject areas in librarianship and other fields. Listings of the PICKUP (Professional, Industrial, and Commercial Updating) regional development agents, and of the objectives of the Further Education Unit (FEU) and its board of management members are also provided. (KM)

ED 278 409 IR 051 768

Cotter, Gladys A.
An Intelligent Gateway for the Department of Defense. The Technology Information System.
Defense Technical Information Center (DOD), Alexandria, VA.
REPORT NO.- AD-A133-800; DTIC/TR-83/6
PUB DATE- Jun 84
NOTE- 15p.; For related documents, see ED 275 335-336 and IR 051 765-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Agency Cooperation; Bibliographic Utilities; *Computer Software; *Government Libraries; *Information Networks; Information Processing; Information Retrieval; Online Searching; *Scientific and Technical Information; *Systems Development; User Needs (Information)
IDENTIFIERS- Bibliographic Data Bases; Defense Technical Information Center; *Gateway Systems; Technology Information System (DoD)

Charged with facilitating access to scientific and technical information (STI) databases, online services, and networks relevant to the conduct and management of research and engineering programs, the Defense Technical Information Center was designated as the Department of Defense (DoD) focal point for the development of an intelligent gateway computer system. The DoD efforts are part of a joint effort with the Department of Energy (DOE) and the National Aeronautics and Space Administration (NASA) to develop an intergovernmental intelligent gateway computer system designed to provide access to multiple databases using a single, simple access procedure, which will also support data analysis, merging, post-processing, and graphical presentation. The DoD integrated information network and a conceptual model for agency networking are depicted graphically; the Technology Information System (TIS), the DoD system prototype under development at the Lawrence Livermore National Laboratory (LLNL), is described; system communication and post-processing capabilities are discussed; and interagency development goals and DoD implementation are summarized. (KM)

Hoadley, Irene B.

Organization Charts. SPEC Kit 129.

Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Dec 86
NOTE- 180p.; Some charts contain small print. For the 1977 SPEC Kit on organization charts, see ED 251 065.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, Systems and Procedures Exchange Center, 1527 New Hampshire Ave., N.W., Washington, DC 20036 ($10.00 for members; $20.00 for nonmembers. Please add $5.00 for postage. Prepayment is required).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Non-Print Media (100)
DESCRIPTORS- *Academic Libraries; *Administrative Organization; Charts; Higher Education; *Librarians; *Library Personnel; Library Research; Organizational Change; *Research Libraries; Trend Analysis
IDENTIFIERS- Association of Research Libraries; *Organization Charts

This kit is based on a review of the organization charts of 86 member libraries of the Association of Research Libraries (ARL) gathered in spring 1986, compared with two earlier sets of charts published in 1973 and 1977, and contains charts of 61 of the libraries. Nearly one-fourth of the charts studied are under revision, indicating that changes are occurring in organizational structures within research libraries. While many of the charts continue to indicate a basically hierarchical structure, most include more functions than those submitted 13 years ago, and many show units that have been moved or renamed to reflect changes in workflow or institutional emphasis. Examples of particularly important functions include: development/fund-raising, preservation, collection development/management, planning, and automation. Other current trends reflected in the charts include (1) increased use of committees as a formal part of the organizational structure, in particular external advisory committees and internal committees composed of department heads, and (2) multiple reporting lines, especially in the area of

collection development. There are also indications that a number of libraries are moving toward rearranging reporting and working relationships to conform more closely with workflow. (KM)

ED 278 436 JC 870 053

Edge, Barbara; MacDonald, William J.
Profitable Partnerships: Public-Private Partners in Economic Development.
PUB DATE- 10 Dec 86
NOTE- 45p.; Paper presented at the Annual Conference of the Council for Advancement and Support of Education (3rd, Alexandria, VA, December 9-11, 1986). Document reproduced on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; Community Colleges; *Cooperative Education; *Cooperative Programs; *Economic Development; *Institutional Cooperation; Program Descriptions; *School Business Relationship; School Community Relationship; *Shared Resources and Services; Two Year Colleges; Vocational Education
IDENTIFIERS- *Oregon

Four case studies are presented to demonstrate the economic development potential of partnerships between community colleges and public and private sectors, focusing on programs that targeted a specific area of need in Oregon's economic base and raised significant funds for program implementation. Introductory comments provide background information and discuss the partnerships in terms of their benefits to the partners and to the public. The four case studies describe the public-private partnerships in detail, including discussions of the objectives, conception, funding strategy, and problems of each. The first case study is of the Fisherman Technology Program at Clatsop Community College, a marine and commercial fishing program designed to provide technical information and training in fish-finding systems and other technological advances to captains of United States fishing vessels. The Cascade Business Center Corporation is the subject of the second case study. The Corporation is a "business incubator" partnership at Portland Community College (PCC) formed to improve economic conditions in Northeast Portland by providing education, consultation, and professional support services to new and emerging small businesses, with preference given to minority- and women-owned businesses. The third case study describes the 2+2+2 Cooperative Honors Program in Electrical Engineering and Computer Engineering offered by PCC, the University of Portland, and Oregon Graduate Center to meet the needs of the high technology industry in metropolitan Portland. Finally, the fourth case study focuses on ED-NET, a statewide instructional television fixed service (ITFS) microwave system developed by 15 Oregon community colleges to bring specialized and custom-designed educational programs to underserved groups throughout the state. Additional materials include two articles from "Oregon Business," a list of participating Portland businesses, a course of study for 2+2+2, and maps showing the range of the ITFS microwave system. (LAL)

Study of Fee Impact: Progress Report.

California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- Dec 86
NOTE- 86p.; Appendices are printed on colored paper and may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Declining Enrollment; Educational Finance; *Enrollment Influences; Enrollment Trends; *Fees; Financial Aid Applicants; Financial Needs; Financial Support; State Surveys; *Student Characteristics; Student Costs; *Student Financial Aid; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California

In 1984, the California State Legislature enacted a mandatory enrollment fee and a new student financial aid program for California's community colleges. In 1986, a study was conducted to assess the fee's impact on student enrollments; ethnic and income distributions of students; distributions of full- and part-time students; changes in staffing requirements and administrative costs; the availability of federal, state, and other sources of financial aid to community college districts; and the administration and distribution of state financial aid. Study findings included the following: (1) the fee contributed to the 7% enrollment loss in 1984, a loss nearly twice that of community colleges across the country; (2) blacks were affected by the fee to a greater extent than other racial or ethnic groups, as evidenced by a 1984 enrollment decline of 18%; (3) enrollment losses were greatest in districts where residents reported the lowest household incomes; (4) on average, each college added 0.6 full-time equivalent staff to help administer the new fee; and (5) estimated costs of administering the fee were higher than the portion of the revenues allocated for this purpose. Appendixes provide data on the impact of the fee in relation to ethnic distribution of students, national enrollment trends and fees, distinct changes, student socioeconomics, and fee administration. (LAL)

ED 278 464 JC 870 102

Bender, Louis W.
Emerging Land Use Practices in Two Year Colleges. A Report of a National Survey of Land Use Practices of Community, Junior and Technical Colleges.
Florida State Univ., Tallahassee. Inst. for Studies in Higher Education.
PUB DATE- Jan 87
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Comparative Analysis; *Educational Facilities Planning; *Educational Finance; *Land Use; National Surveys; *School Policy; Two Year Colleges; Use Studies

A national survey was conducted to determine land use practices among a random sample of 192 two-year colleges and to compare findings with results from a 1978 study. The survey solicited a description of the institution; a description of all campus land together with estimates of acreage directly dedicated for educational programs, acreage unusable because of negative terrain, and acreage available for various land use purposes; a description of the actual use of all acreage, including estimates of costs associated with the uses; information on any income generated from land use, including data on oversight and operations; and ideas and problems associated with income land uses. Study findings, based on responses from 113 colleges, included the following: (1) 88% of the colleges reported that some percentage of the total campus acreage could be made available for various non-educational purposes; (2) the respondents reported that 8,133 acres (52% of the total acreage reported) was dedicated directly to the educational programs; (3) 53% of the institutions reported that all or portions of land available for various uses was used for aesthetic purposes only; (4) the 1986 survey found nearly twice as much acreage (1,214 acres) committed to public use as the 1978 survey; (5) nature trails and recreation areas were the most frequently reported public uses; (6) the total of the maintenance cost estimates reported was $1,260,188 for the maintenance of a combined total of 940 acres (or an average cost of $1,340.62 per acre); (7) 28 institutions dedicated 1,214 acres to income purposes, with the predominant pattern being for an institution to lease land for agricultural purposes; and (8) only 18 respondents to the 1986 survey and 15 respondents to the earlier survey had a formal land use policy. Case studies focusing on land use income and programming, ways of overcoming lack of funds, and an endowment for the perpetual care of the Wilkes Community College (North Carolina) campus are included in the study report, along with state- and institutional-level recommendations. (EJV)

ED 278 478 PS 016 273

Levy, Vic; And Others
Child Care Update: 1986.
Community Coordinated Child Care (4-C) in Dane County, Inc., Madison, Wis.
PUB DATE- Dec 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Costs; *Day Care; Day Care Centers; Early Childhood Education; Educational Quality; *Employees; *Family Day Care; Planning; Program Development; Rural Areas; *Tuition
IDENTIFIERS- *Community Needs; Full Day Programs; Half Day Programs; *Wisconsin (Dane County)

Data concerning child care in Dane County, Wisconsin, as of 1986 are provided in this report. Section I describes needs and services in terms of day care needs, the number of children enrolled in day care programs, and gaps between needs and services. Section II describes fees charged for full-day care in centers and in licensed and registered family day care homes. Focusing on day care center employees, section III concerns staff hourly wages, staff experiences, and educational level of day care staff. Sections IV and V, respectively, discuss family day care and tuition assistance. Section VI explores special issues related to rural child care. Section VII offers conclusions, asserting that the two major unresolved issues facing child care in 1986 were those of program quality and planned increase of service provision. Recommendations for resolving those issues are advanced. (RH)

ED 278 493 PS 016 296

Piscitelli, Barbara; Mobbs, Jenny
The New Extended Family at School: A Report of Provision of After-School Care/Education/Recreation and Playgroup Programs in South Australian and Queensland Schools.
Brisbane Coll. of Advanced Education, Kelvin Grove (Australia). School of Early Childhood Studies.
PUB DATE- Nov 86
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Programs; Elementary Secondary Education; *Extended School Day; Foreign Countries; Parochial Schools; Preschool Education; Private Schools; Program Descriptions; Public Schools; Questionnaires; *Recreational Programs; State Surveys
IDENTIFIERS- *Australia; Australia (Queensland); Australia (South Australia); *Playgroups

This report documents the results of a comprehensive survey of State, Catholic, and independent primary schools in Queensland and South Australia conducted in 1986 to identify the extent to which after-school care, recreation, education programs, and playgroup activities operated in school venues. A total of 1,927 schools were surveyed by mail; approximately 60 percent responded. Formal, funded programs were reported in 63 schools. The data generated from these programs identify details relating to administration, governance, budget, curricula, and participants. Further information was provided by 48 schools regarding informal, voluntary activities which cater to children arriving early and departing late. Innovative projects which have been beneficial to children, parents, and teachers in both urban and rural schools are noted. A small number of schools reported the involvement of playgroups in the school buildings. In response to questions about lack of programs, the majority of schools said they had never considered such a program. In conclusion, emerging questions and some further recommendations for research are suggested. Concluding remarks make particular reference to personnel and staffing of extended day programs. Areas of concern, such as staff-child ratio, contractual arrangements, and personnel evaluation, are discussed

with a focus on program improvement. (Author/RH)

ED 278 508 PS 016 336

Taylor, Dollie Walton

A Comparison of the Achievement Levels of Eighth Graders from One Parent Homes with Those from Two-Parent Homes.

PUB DATE- Aug 86
NOTE- 95p.; Ph.D. Dissertation, University of Sarasota.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary Education; English; Family Structure; *Fathers; Grade 8; Junior High Schools; *Junior High School Students; Mathematics; Mothers; *Nuclear Family; *One Parent Family; *Parent Influence; Reading; Sciences; Sex Differences; Social Class; Social Studies; Stereotypes

This study tested whether a significant difference exists between academic performance scores of eighth grade students from one-parent homes and those from two-parent homes in the areas of reading, mathematics, science, social studies, and English. School records pertaining to academic achievement, and free-lunch applications were used to collect data. Findings showed no sigificant difference in the total sampling population when all subjects were compared. Generally, the number of parents in the home was found to be statistically insignificant. Major significant differences found in the data centered on the sex of the parent. Academic achievement was found to be significantly related to father's presence in the home. In the cases of math and science, sex of child was a determinant of academic achievement. No significant relationship was found between academic achievement and family status in the total population, but slight significant differences were found between groups. Findings suggest that teachers should not expect students from one-parent homes to be low achievers. (Author/RH)

ED 278 522 RC 016 074

Kleinsasser, Audrey M.

Exploration of an Ambiguous Culture: Conflicts Facing Gifted Females in Rural Environments.

PUB DATE- Oct 86
NOTE- 25p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Androgyny; Educational Needs; Elementary Secondary Education; *Females; *Gifted; *Role Conflict; *Rural Education; *Rural Environment; Rural Urban Differences; Sex Bias; Sex Differences; Sex Role; Social Values; Student Adjustment; *Student Needs; Womens Education
IDENTIFIERS- Rural Women

The educational and social requirements of gifted females in rural areas are not only different from those of gifted females in urban settings but are significantly different from the educational and social requirements of their male peers. On the one hand, girls are encouraged to pursue academic and/or professional opportunities usually available and ultimately achieved only by leaving their communities. On the other hand, those goals are the antithesis of what is prized in rural life--the maintenance of a stable and conservative educational, religious, and social life. Gifted females are caught in a conflict of values between expectations for those who are bright and promising and expectations that females will undergird the status quo. The generic admonitions characterizing gifted education must be analyzed and restructured for implementation in geographically isolated communities, and the inherent value structures of those communities must be respected and understood. Rural educators must be certain that school practices do not promote sex stereotypes. They should capitalize on the strengths of rural youth and be sensitive to the values of rural life. Thirty-four references are included. (JHZ)

ED 278 535 SE 047 618

Robottom, Ian Morris
Contestation and Continuity in Educational Reform: A Critical Study of Innovations in Environmental Education.

PUB DATE- Jul 85
NOTE- 586p.; Ph.D. Thesis, Deakin University (Australia). Contains several pages with small print.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Definitions; *Educational Change; *Educational Innovation; Educational Policy; Educational Practices; Educational Research; Educational Theories; *Environmental Education; International Programs; Nontraditional Education; *Organizational Development; Organizations (Groups); Philosophy; School Districts; Social Problems; *Theory Practice Relationship
IDENTIFIERS- *Australia; *Environmental Education Research

Contestation can be defined as a process in which self-interested individuals and groups in a social organization cooperate, compete, and negotiate in a complex interaction aimed at solving social problems. This dissertation explores the notion of contestation in the field of environmental education. In the first part of the document a framework for critique is developed, beginning with an overview of issues in the field of environmental education and leading to descriptions of the nature of science, innovation, and educational research and evaluation. Part II traces developments in environmental education including those pertaining specifically to Australia, as well as those that are international in scope and those that are examples of local programs. Part III argues that contestation takes place in the domains of: (1) language or policy in environmental education; (2) organizational strategies aimed at initiating or improving environmental education; and (3) educational practices conducted in the name of environmental education. The last part of the document addresses several contesting forms of educational research. It argues that those grounded in the social sciences are both the best justified and most promising approaches to research in environmental education. (TW)

ED 278 550 SE 047 714

Shymansky, James A.; And Others

A Reassessment of the Effects of 60's Science Curricula on Student Performance: Final Report.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 87
NOTE- 58p.
GRANT- MDR-8550470
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Instructional Improvement; *Meta Analysis; *Research Methodology; *Science Curriculum; Science Education; *Science Programs; *Statistical Analysis; Student Attitudes
IDENTIFIERS- *Science Education Research

A meta-analysis of studies of the impact of new science curricula on the performance of students was initially conducted in 1983 as part of a coordinated program of meta-analysis of research on science education. This paper reports the results of a re-synthesis of the research dealing with student performance in the new science curriculum using refined statistical procedures developed by Hedges and Hedges and Olkin. A comparison of procedures in the previous meta-analysis may have led to misleading results. Descriptions are provided of this study's: (1) problem formulation; (2) data collection and evaluation techniques; and (3) data analysis. Results suggest that the science programs developed during the sixties and seventies were generally effective in improving student performance on cognitive measures and in raising attitudes about science. Data are summarized in 27 tables. (ML)

ED 278 565 SE 047 736

Renner, John W.
Curricula Which Promote Reasoning.
PUB DATE- Sep 86
NOTE- 19p.; Paper presented at the United States-Japan Seminar on Science Education (Honolulu, HI, September 14-20, 1986). Graphs contain marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Cognitive Processes; Elementary School Science; Elementary Secondary Education; Formal Operations; Learning Strategies; *Learning Theories; Metacognition; Piagetian Theory; Science Education; *Science Instruction; Secondary School Science; *Teaching Methods
IDENTIFIERS- *Science Education Research

A teaching procedure and a curriculum construction model known as the learning cycle is described in this paper and research findings are discussed. Questions investigated include: (1) would students achieve more content understanding if taught with the learning cycle or exposition?; (2) would more content retention be evident if measurements were of a multiple choice or of an essay format?; and (3) how would the learning cycle procedures affect the I.Q. measurements of the students? Research findings suggested that the concrete teaching procedure was superior to the formal teacher procedure employed with ninth grade students. Related research results are also reviewed which indicate that students taught by the learning cycle significantly outgained the comparison groups in intellectual development. Explanations are suggested for why the learning cycle functions successfully. References transparencies, and graphs of experimental results are also provided. (ML)

ED 278 580 SO 017 546

Joyce, William W., Ed.
Canada in the Classroom: Content and Strategies for the Social Studies. National Council for the Social Studies Bulletin 76.
National Council for the Social Studies, Washington, D.C.
REPORT NO.- ISBN-0-87986-050-2
PUB DATE- 85
NOTE- 126p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- *Area Studies; *Canadian Literature; *Curriculum Development; *Geography; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Learning Activities; Secondary Education; *Social Studies
IDENTIFIERS- *Canada; Canadian Studies

This publication was developed to encourage United States educators to add a significant Canadian dimension to their social studies teaching. Though there is a growing teacher interest in Canada, teachers are often not adequately prepared. The 10 authors of the articles contained in this volume view Canada from a wide variety of perspectives; they include a United States high school student, a middle school teacher, an authority on Canadian literature, a social studies teacher-educator, and specialists in Canadian history, geography, and politics. Chapter 1 urges a curriculum that stresses the interdependency between the United States and Canada. Chapter 2 traces Canadian history. Chapter 3 disputes the notion that Canadian geography is an extension of American geographical patterns. Chapter 4 describes techniques for teaching students to design computer simulations about acid rain. Chapter 5 demonstrates how Canadian literature may be used to shape an understanding of the Canadian character. Finally, Chapter 6 explores the bilingual character of Canada and its implications. Student activities sections following each article provide a variety of ideas for grades 5 through 12. Included as appendices are listings of Canadian Studies projects, consulates, and provincial government 'houses', all located within the United States. (CBC)

ED 278 197 EC 191 753

Moon, Sherril, Ed.; And Others
The Supported Work Model of Competititive Employment for Citizens with Severe Handicaps: A Guide for Job Trainers. Revised Edition.
Virginia Commonwealth Univ., Richmond. Rehabilitation Research and Training Center.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- May 86
NOTE- 214p.; Pages 20, 95, and 115-118 contain small print.
GRANT- G008301124
AVAILABLE FROM- Virginia Commonwealth University, Rehabilitation Research and Training Center, VCU Box 2011, 1314 West Main St., Richmond, VA 23284-0001 ($12.00 includes postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Resources; *Job Development; *Job Placement; *Job Training; *Moderate Mental Retardation; On the Job Training; *Severe Mental Retardation; Time Management; Vocational Adjustment; Vocational Evaluation
IDENTIFIERS- Project Employability; Rehabilitation Research and Training Centers; *Supported Work Programs

Intended for persons involved in training mentally retarded individuals for placement in community-based competitive jobs, this manual describes job training and development procedures used at Virginia Commonwealth University through Project Employability and the Rehabilitation Research and Training Center. The supported work approach to competitive employment described in the manual involves highly structured job placement, individualized job site training after placement, and systematic methods for assuring job retention. The information on the training and evaluation activities contained in the manual is designed to increase the success of job trainers or coordinators in helping the severely handicapped worker to acquire and maintain a competitive job. Following a general introduction on the use of the manual, individual chapters deal with job development, client evaluation, job placement, job site training, ongoing assessment and follow-along, and time management for the job trainer. A glossary of terms and a list of resources (written and audio-visual) are included along with blank forms for such purposes as client vocational assessment, job analysis, contact with potential employers, and progress reports. (CB)

ED 278 211 FL 015 595

Johnson, Donna M.
Using Computers to Promote the Development of English as a Second Language. A Report to the Carnegie Corporation.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Nov 85
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; *Computer Assisted Instruction; *Computer Software; Courseware; Elementary Secondary Education; *English (Second Language); Equal Education; Evaluation Criteria; Individualized Instruction; Lesson Plans; Limited English Speaking; Material Development; Microcomputers; Minority Groups; Research and Development; *Research Needs; Second Language Instruction; Surveys; Teacher Education; Writing (Composition); Writing Instruction
IDENTIFIERS- Content Area Teaching

The status of computer-assisted language learning for elementary and secondary school limited-English-speaking students is reviewed, and recommendations for further research and development are proposed. The study was conducted through interviews with leaders in the field, site visits, classroom observation, attendance at workshops, and a review of the literature. The opening section provides background information and details of the study's organization. The second section discusses issues related to equal education and barriers created by limited English proficiency. The third section outlines common arguments in favor of computer assisted language learning and the major uses of computers in the field. These uses include direct instruction focusing on either form or message, and indirect language instruction through subject area study. The fourth section addresses issues in software development, evaluation, and dissemination and discusses specific software designed for use in teaching English as a second language (ESL) and for purposes other than ESL. The fifth section reviews recent research on aspects of computer-assisted language learning and presents recommendations for research and development concerning classroom computer use, teacher training, lesson design, and software evaluation criteria. A list of 86 references is appended. (MSE)

ED 278 257 FL 016 396

Kitao, Kenji; And Others
A Study of Trends of College English Reading Textbooks in Japan: An Analysis of College English Reading Textbooks for 1985.
PUB DATE- 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audiotape Recordings; College Curriculum; Difficulty Level; *English (Second Language); Foreign Countries; Higher Education; Language Skills; *Reading Instruction; *Reading Materials; Second Language Instruction; Teaching Guides; Textbook Bias; *Textbook Content; Textbook Research; *Textbooks; Uncommonly Taught Languages; Visual Aids
IDENTIFIERS- *Japan

A study of reading textbooks for English as a second language published in Japan evaluated 150 traditional reading textbooks and 32 new reading textbooks published for use in 1985. Traditional reading textbooks are those with main texts and notes and sometimes a few comprehension questions. New reading textbooks have main texts, comprehension questions, and other exercises. The new trends identified include: larger books with fewer pages, more visual aids, simpler English usage, more non-literary texts, more texts intended specifically for non-native speakers, more recently written main texts, more supplementary exercises, increased emphasis on language skills, more Japanese authors or co-authors, increased use of main texts written specifically for non-native speakers, more accompanying audiotapes, and more teacher's manuals. (MSE)

ED 278 272 FL 016 430

English Teaching Profile: Nepal.

British Council, London (England). English Language and Literature Div.

PUB DATE- Jun 86
NOTE- 13p.; Appended chart contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Creative Writing; Educational Administration; *Educational Policy; Elementary Secondary Education; *English (Second Language); Foreign Countries; Information Sources; Instructional Materials; International Cooperation; Language of Instruction; Language Planning; *Language Role; Media Selection; Postsecondary Education; Primary Education; Research Projects; Teacher Characteristics; *Teacher Education; Technical Assistance
IDENTIFIERS- *Nepal

A review of the status of English language instruction in Nepal begins with an overview of the role of English in the society in general, and outlines the status of English use and instruction in the educational system at all levels (preprimary, elementary, secondary, postsecondary, and teacher), the characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, English outside the educational system, British and other international support, commercial opportunities related to English instruction, creative writing, language research, and other sources of information. Everyone in the educational system is aware that English language standards should be improved at all levels, but it is also perceived that low teacher quality, large and diverse classes, inadequate materials, a rote learning method, lack of funds for improving conditions and teacher education, and low priority for development of English instruction do not suggest a bright future for English language teaching in Nepal. An organizational chart of the Nepalese Ministry of Education is appended. (MSE)

ED 278 286 HE 019 824

Shapiro, Harold T.
American Higher Education: A Special Tradition Faces a Special Challenge. Occasional Paper Number 16.
Academy for Educational Development, Inc., New York, N.Y.
PUB DATE- 22 May 86
NOTE- 26p.; Paper presented at the Annual Dinner of the Academy for Educational Development (New York, NY, May 22, 1986).
AVAILABLE FROM- Academy for Educational Development, 680 5th Avenue, New York, NY 10019.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; *Educational Benefits; *Educational Change; *Educational History; *Higher Education; *Social Change; Values

Traditions that have affected the evolution of U.S. higher education, along with a challenge for the future, are considered by the president of the University of Michigan. Attention is directed to ideas that over time have produced the original colonial colleges, followed by the land-grant universities, the great polytechnic schools, the contemporary liberal arts colleges, and particularly, the modern research university. Seven distinctive characteristics of the American system are identified, including: U.S. college are responsible to some external community, public or private; and colleges cover a wide spectrum of society's needs for trained personnel and the underlying knowledge base. It is argued that higher education has special capabilities and responsibilities in a world of rapid change. While the modern university is not an instrument for solving society's problems, it provides the tools, language, and alternative visions to explore new solutions. Passages from the Old Testament of the Bible are cited for ideas and values that have informed the development of the modern university. (SW)

ED 278 301 HE 019 967

Kazlauskas, Diane W.
Searching in the Sunshine: Confidentiality in Personnel Recruitment in Higher Education Administration in Florida.
PUB DATE- 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Selection; *Confidentiality; Disclosure; *Freedom of Information; *Higher Education; Privacy; *Recruitment; Search Committees (Personnel); State Colleges; State Legislation
IDENTIFIERS- *Florida; *Sunshine Laws

A view is presented concerning the Florida Sunshine Law as it applies to the issue of personnel recruitment in higher education administration at state-sponsored institutions. Consideration is given to the literature and personal experience with candidates for a state university administrative position and the associated search committee members. Sunshine laws require public business to be open to the public. It is argued that although total confidentiality of the search process for college administrators is not desirable or necessary, neither is a completely open search process. Two exemptions to sunshine laws are advocated: (1) requiring the release of the names and information about only those candidates under serious consideration; and (2) permitting the search committee, if elected from an appropriate constituency, the right to deliberate in private. This position represents a compromise between extremes and protects the individual rights of both applicants and search committee members without compromising the public's essential right to know. (SW)

ED 278 315 HE 019 997

O'Connor, Linda

Chancellor Report to the Board of Higher Education, January 1987.

New Jersey State Dept. of Higher Education, Trenton.
PUB DATE- Jan 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Enrollment Trends; Full Time Students; Graduate Study; *Higher Education; Part Time Students; Private Colleges; Public Colleges; Undergraduate Study
IDENTIFIERS- *New Jersey

Opening fall enrollment trends for New Jersey colleges and universities for 1985 and 1986 are reported in narrative and statistical form. Fall undergraduate and post-baccalaureate full-time and part-time enrollments are presented by sector and for specific state colleges and universities, community colleges, and private colleges. A 1.5% decline in total full-time enrollment occurred (a 1.4% decline for undergraduates and a 2.1% decline for post-baccalaureates). The decline in the number of full-time undergraduates reflects a continuation of trends. The number of public high school graduates declined by 3.4%, while the number of college-bound high school seniors declined by less than one percent (.7%). There was a 1.4% increase in part-time enrollments (undergraduate enrollment increased by 1.7%, while post-baccalaureate enrollment remained stable). The growth in part-time undergraduates is attributed primarily to the community college sector. Post-baccalaureate enrollment remained stable because a decline for the private sector was negated by increases in the public sectors. (SW)

ED 278 330 HE 020 013

Carter, Robert T.; And Others

White Student Attitudes toward Blacks: Implications for Black Student Recruitment and Retention. Research Report No. 12-85.

Maryland Univ., College Park. Counseling Center.

PUB DATE- Dec 85

NOTE- 23p.

AVAILABLE FROM- Counseling Center, University of Maryland, College Park, MD 20742.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Black Students; *College Students; Higher Education; Interpersonal Relationship; Peer Relationship; Questionnaires; *Racial Attitudes; *State Universities; *Student Attitudes; *White Students

IDENTIFIERS- *University of Maryland College Park

The attitudes of white students toward blacks at the University of Maryland, College Park, were studied. A total of 55 female and 39 male students completed an anonymous version of the Situational Attitude Scale, which contains social and personal situations followed by bipolar adjectives (e.g., happy-sad) that students use to indicate their reactions to the situations. Five situations were used with students attending summer orientation. Two forms of the questionnaire were constructed, each of which contained exactly the same situations, except one form made no mention of race, and the other referred to blacks. Findings indicate that white student attitudes toward blacks were generally negative, and that situations that required the most sustained, intimate contact were the situations in which whites viewed blacks the most negatively. Some differences in reactions by men and women to the situations were found. In order to facilitate recruitment and retention of black students, it is recommended that college personnel promote a campus environment that respects and encourages cultural differences. Both forms of the questionnaire are appended. (SW)

ED 278 344 HE 020 032

Agreement between the Board of Regents of Higher Education and the Massachusetts Teachers Association/NEA, July 1, 1983-June 30, 1986.

Massachusetts State Board of Regents of Higher Education, Boston.; National Education Association, Washington, D.C.

PUB DATE- 1 Jul 83
NOTE- 318p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Committees; *Contracts; Department Heads; *Employment Practices; Evaluation Criteria; Faculty Promotion; Faculty Workload; Fringe Benefits; Governance; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Librarians; Participative Decision Making; Personnel Policy; Questionnaires; Records (Forms); *State Colleges; Student Evaluation of Teacher Performance; Teacher Participation; Teacher Salaries; Tenure; Unions
IDENTIFIERS- Financial Exigency; *Massachusetts Board of Regents of Higher Education; Massachusetts Teachers Association; National Education Association; *NEA Contracts; Personnel Files; Tuition Benefit Programs

The collective bargaining agreement between the Massachusetts Board of Regents of Higher Education and the Massachusetts Teachers Association Chapter (1,747 members) of the National Education Association covering the period July 1, 1983-June 30, 1986 is presented. Items covered in the agreement include: definitions and unit recognition; paid and unpaid leaves of absence; insurance; travel expenses; tuition waiver; holidays; academic freedom and responsibility; department head selection and responsibilities; membership and responsibilities of the All-College committee; the college president's role; college committees; the student government association; staff performance evaluation; tenure; retrenchment and financial exigency; rights of retrenched staff; academic reorganization; grievance and arbitration procedures; evaluation workloads of faculty, librarians, Maritime Academy specialists; and campus school teachers; salaries; professional development program; sabbatical leaves; personnel files; no strike/lockout clauses; and appointment and promotion for faculty and library personnel. Appendices include: student instructional rating forms, personnel evaluation forms, and information on staff scholarship criteria. (SW)

Latham, Sheila
Study on Library Services for the Chinook Educational Consortium.
Lethbridge Univ. (Alberta).
PUB DATE- Oct 85
NOTE- 137p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bibliographies; *Consortia; Costs; *Distance Education; *Educational Needs; Foreign Countries; Higher Education; *Library Collection Development; *Library Collections; Library Facilities; Library Planning; *Library Services; Library Surveys; Student Needs; Use Studies
IDENTIFIERS- *Chinook Educational Consortium (Canada)

Based on a literature search, surveys of student library needs and library collections, and an evaluation of services available from participating educational institutions and local public and school libraries, it is concluded that library support for students enrolled in distance education programs offered through the Chinook Educational Consortium is inadequate. The establishment of a library located in the consortium's teaching center is determined to be the most feasible solution, and recommendations, along with cost estimates, are provided for proposed collections, services, and facilities and equipment. Additional recommendations are provided for improving the off-campus services of cooperating academic libraries. The following material is included in eight appendices: (1) Off-Campus Library Services--An Annotated List of Works Published since 1975; (2) 1984-85 Program Enrollments; (3) Survey of Student Library Use; (4) Community Library Services; (5) Canadian Off-Campus Library Services Survey; (6) Association of College and Research Libraries Guidelines for Extended Campus Library Services; (7) Educational Consortium Library Collections and Services Questionnaire; and (8) A Basic Library Collection for the Chinook Educational Consortium. (KM)

ED 278 410 IR 051 769

Cotter, Gladys A.
The Shared Bibliographic Input Network (SBIN): A Summary of the Experiment.
Defense Technical Information Center (DOD), Alexandria, VA.
REPORT NO.- AD-A133-001; DTIC/TR-83/5
PUB DATE- May 83
NOTE- 23p.; For related documents, see ED 275 335-336 and IR 051 765-768.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Costs; Government Libraries; *Library Automation; Library Networks; *Machine Readable Cataloging; *Online Catalogs; Program Effectiveness; *Scientific and Technical Information; *Shared Library Resources; Subject Index Terms; *Systems Development; User Needs (Information)
IDENTIFIERS- Defense Technical Information Center; *Shared Bibliographic Input Network (DoD); System Evaluation

As part of its mission to provide centralized services for the acquisition, storage, retrieval, and dissemination of scientific and technical information (STI) to support Department of Defense (DoD) research, development, and engineering studies programs, the Defense Technical Information Center (DTIC) sponsors the Shared Bibliographic Input Network (SBIN) for online shared cataloging of technical reports among DoD agencies and their contractors. Initiated in 1977 as an experiment, SBIN is now an integral part of DTIC operations. This report discusses the period of the SBIN experiment, including the process of moving from a centralized to a decentralized cataloging facility; the identification and resolution of problems encountered in the areas of standards, systems, and operating procedures; DTIC's Resource Sharing Advisory Group (RSAG); and an evaluation of SBIN. SBIN goals and an SBIN economic analysis are appended. (KM)

ED 278 451 JC 870 085

Boone, Rieta; Jones, Patricia
Do Volunteers Work?
PUB DATE- 20 May 86
NOTE- 15p.; Paper presented at the Annual Conference on Teaching Excellence and Conference of Administrators (8th, Austin, TX, May 18-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Problems; *College Faculty; Community Colleges; Teacher Recruitment; Teacher Student Relationship; *Tutorial Programs; Tutors; Two Year Colleges; Volunteers; Volunteer Training; *Writing Laboratories

An overview is provided of the benefits and problems associated with using faculty members with classroom teaching duties as volunteers in college-sponsored writing centers outside the classroom environment. First, benefits for the school administration, the students, and the volunteer faculty tutors are outlined. These benefits include the following: (1) the school does not have to pay extra salaries for teachers working as writing center volunteers, nor does it need to recruit volunteers from outside sources; (2) seeing the faculty member in a different role may be beneficial to the student; and (3) tutoring in the center offers the faculty member an opportunity to work in an informal setting, free of classroom structure and restrictions, and to change his/her perspective on students. The next sections outline problems associated with such programs, focusing on administrative concerns, which are primarily related to defining the "mission" or goal of the center, and providing financial support for the center's activities; problems with recruiting and screening faculty tutors; difficulties associated with tutor training; scheduling conflicts; and problems with unsatisfactory tutor performance and accountability. Finally, suggested solutions are offered, including organizational and administrative guidelines; and recommendations for staff recruitment, orientation training, refresher sessions, ongoing tutor training, and recognition. (EJV)

ED 278 479 PS 016 274

Nelson, Deborah

Child Care Employees: Wages and Working Conditions in Dane County. A Summary Fact Sheet, 1986.

Community Coordinated Child Care (4-C) in Dane County, Inc., Madison, Wis.

PUB DATE- Dec 86
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; *Day Care; Early Childhood Education; *Educational Attainment; *Fringe Benefits; *Labor Turnover; Tables (Data); *Wages
IDENTIFIERS- Full Day Programs; Half Day Programs; *Wisconsin (Dane County)

This fact sheet is provided by the 4-C Worker Outreach Project in an effort to increase awareness of day care working conditions in Dane County, Wisconsin. Areas covered in the fact sheet are (1) staff wages and benefits; (2) educational background of day care staff; and (3) staff retention and turnover. Data were obtained from 58 full-day and 37 part-day centers, representing approximately 600 child care workers in the county. The information about wages and benefits may be useful in decision making and career planning, and may serve as a basis for continued discussion of the role staff wages and benefits play in the pursuit of quality child care and in the upgrading of the profession of the early childhood educator. (RH)

ED 278 509 PS 016 338

Portes, Pedro R.
Problems and Directions in Family Interaction Research.
PUB DATE- Mar 86
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Family Relationship; *Group Dynamics; *Interpersonal Relationship; *Research Methodology; *Research Needs; *Research Problems
IDENTIFIERS- *Process Research

A central problem in the area of research on the family is that of the relative inability of researchers to empirically test current theoretical models. Any theory regarding the influence of family characteristics and interaction patterns on developmental processes ought to provide for the confirmability of constructs and the replicability of associated effects. Both of these qualities are nearly absent from the activities of family researchers today. By Kuhn's (1962) standards, research on family processes is in the pre-scientific stage and may require certain methodological advances to overcome present problems. A sequence of methodological options that may be used to develop the kind of paradigm(s) that are appropriate for research on family processes includes (1) structuring a research situation to observe parent-child interaction years after intervention at an early age; (2) developing measures; (3) coding; (4) establishing reliability; (5) quantifying multivariate patterns of behavior; (6) treating patterns of behavior as dependent variables to examine the influence of treatment and demographic factors separately; and (7) using interaction patterns as independent variables in accounting for variability in numerous individual outcomes exhibited by the child. In general, researchers need to converge their efforts on utilizing common methods to test significant aspects of family process models. (Author/RH)

Grover, Burton L.; Post, Richard L.
The Bias of Mail-In Returns in a Community Survey.
PUB DATE- May 84
NOTE- 6p.; Paper presented at the Annual Meeting of the Washington Education Research Association (Seattle, WA, May 3, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Attitudes; *Community Surveys; Comparative Analysis; *Data Interpretation; Educational Quality; Elementary Secondary Education; Parent Attitudes; *Public Opinion; Public Schools; Questionnaires; Research Methodology; Rural Education; Sampling; *School Effectiveness; School Support; Small Schools; *Statistical Bias
IDENTIFIERS- Arlington School District WA; *Mail Surveys; *Rate of Return

The Arlington, Washington, School District--a mostly rural district with enrollment of 2,790--conducted a survey of its public using both blanket mailing and random sampling procedures in order to compare the views of the total population with the views of the typically small percentage who mail back a questionnaire. The questionnaire contained 29 items assessing public attitudes toward public schools. Returns for the blanket mailing numbered 620 (14.8%). Returns for the random sample numbered 102 (89.5%). Three groups were identified: randomly sampled parents, parents who elected to return the questionnaire, and non-parents who elected to return the questionnaire. On the average, 4.8% of the parents who voluntarily mailed back the questionnaire were more critical of the job Arlington Schools were doing than were the sampled parents. Mail-in parents were also more concerned about education than other parents as indicated by the fact that 44% were willing to support a tax increase compared to 34% of the sampled group. Differences ranged from 18.4% of mail-in parents more critical (on getting enough arithmetic instruction) to 6.0% of sampled parents more critical (on the item asking if local students had too many rights and privileges today). Non-parents mailing in the questionnaire were the most critical group. (JHZ)

ED 278 536   SE 047 641

Suydam, Marilyn N.
Evaluation in Mathematics Instruction. ERIC/SMEAC Information Bulletin, No. 2, 1986.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 6p.; "Evaluation in the Mathematics Classroom," by Marilyn N. Suydam, is available from ERIC/SMEAC ($8.50).
CONTRACT- 400-86-0016
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Planning; Elementary Secondary Education; *Evaluation; Evaluation Methods; *Mathematics Education; *Mathematics Instruction; *Problem Solving; *Testing
IDENTIFIERS- *Mathematical Sciences Education Board

This bulletin focuses on three developments related to evaluation. First, the plans and initial work of the Mathematical Sciences Education Board, formed in 1985, are described. The Board's goals, its view of the major challenges in mathematics education facing the nation's schools, and its plans are discussed. The development of a design for studying the impact of testing on mathematics education is then described. The second section of the bulletin provides an overview of a revised publication on evaluation in the mathematics classroom, available from ERIC/SMEAC ("Evaluation in the Mathematics Classroom," published first in 1974). What is included in the publication is noted, with several illustrative examples. A second publication with similar goals ("Mathematics Assessment for the Classroom Teacher," developed by the Virginia Council of Teachers of Mathematics) is also described. In the third section of the bulletin, the need to evaluate mathematical problem solving more effectively is considered. Procedures that can be used in addition to paper-and-pencil measures are listed. Finally, several tests that attempt to assess mathematical problem solving processes are cited, with examples. Sixteen references are listed. (MNS)

ED 278 551   SE 047 715

Gallagher, James J.
A Summary of Research in Science Education--1985.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 193p.; This document will be published in the journal "Science Education."
CONTRACT- 400-86-0016
AVAILABLE FROM- John Wiley and Sons, Inc., 605 Third Ave., New York, NY 10016 (Contact publisher for price).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Cognitive Development; Computer Assisted Instruction; Concept Formation; Educational Research; Elementary Secondary Education; Higher Education; Literature Reviews; Misconceptions; *Science Curriculum; *Science Education; Science Instruction; Science Teachers; Student Attitudes; Student Characteristics; *Teacher Education; *Teaching Methods
IDENTIFIERS- *Science Education Research

This review of research in science education consists of 432 reports published in 1985. Data sources include science education journals that regularly appear in the "Current Index to Journals in Education," reports entered into the ERIC system in "Resources in Education," and dissertations reported in "Dissertation Abstracts." Summaries are provided for most of the citations. These summary statements are in 12 categories which include: (1) reviews of research; (2) evaluation (including broad scale assessment and test development and analysis); (3) student characteristics and educational outcomes (highlighting predictors and correlates of achievement); (4) attitudes toward science; (5) student concepts and conceptual reasoning (studies on misconceptions, conceptual change, and the New Zealand Learning in Science Project); (6) instructional treatment and student achievement (reporting findings identified at different grade levels, with gifted students, and in non-formal settings); (7) influence of instruction on cognitive skills; (8) laboratory work; (9) microcomputer applications; (10) curriculum (studies in content analysis, curriculum development and implementation); (11) practice in science teaching (including exemplary practices); and (12) teacher preparation (both preservice and inservice studies as well as teacher attributes and supply). A bibliography of studies reviewed concludes the document. (ML)

ED 278 566 SE 047 739

Peterson, Rita W.

Toward the Advancement of Teaching Logical Thinking: A Mental Processing Model for Proportional Reasoning.

PUB DATE- Aug 86
NOTE- 18p.; Paper presented at the United States-Japan Seminar on Science Education (Honolulu, HI, September, 1986). Charts contain small print which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; Elementary Education; *Elementary School Science; *Learning Theories; *Logical Thinking; Metacognition; Models; Piagetian Theory; Problem Solving; Science Education; *Science Instruction; *Skill Development
IDENTIFIERS- *Proportional Reasoning

This paper focuses specifically on the reasoning skill called proportional reasoning. Areas addressed include: (1) a definition (providing examples of direct and indirect proportional reasoning); (2) the development of proportional reasoning (discussing survey results of students logical reasoning abilities); (3) planning for the future (proposing steps for increasing students' understanding of proportional reasoning and analyzing the teaching approaches used in other countries where the development of proportional reasoning has been more successful and convey this information to U.S. teacher training institutions); and (4) a mental processing model for proportional reasoning (presenting a model which identifies a hierarchy of skills and mental processes needed for proportional reasoning). A list of 18 references is included. (ML)

ED 278 581 SO 017 637

Hayden, Rose L.
A Beginning: Building Global Competence.
SPONS. AGENCY- Education Commission of the States, Denver, Colo.
PUB DATE- 83
NOTE- 5p.; Small print may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cross Cultural Training; *Cultural Awareness; *Educational Improvement; Elementary Secondary Education; *International Education; *Language Attitudes; Multicultural Education; Second Language Instruction; Second Language Learning

There seems to be little argument that the United States should have an education system that produces at least a minimum number of experts about other peoples, cultures, and languages, as well as professionals in business and government who can transact negotiations across national borders. Citizens should have the knowledge to comprehend and support government policies in an interconnected world. In 1978, the Commission on Foreign Language and International Studies examined the problem of building U.S. citizen competence in world affairs. It suggested that every state should establish an advisory council on Foreign Language and International Studies to advise and recommend ways to strengthen these fields in education. Currently, 16 states have taken action to enhance U.S. competence in world affairs. Despite the progress which has been made in internationalizing public instruction, much remains to be done. States must bolster requirements for teacher education by encouraging participation in international projects. Also, higher standards and priorities must be set for the teaching of international education and cultural heritage. These reforms will help prepare people for an increasingly interconnected world. (APG)

ED 278 226 FL 016 358

Savignon, Sandra J., Ed.; Berns, Margie S., Ed.
Communicative Language Teaching: Where Are We Going?
Illinois Univ., Urbana. Language Learning Lab.
PUB DATE- 83
NOTE- 210p.; For individual papers, see FL 016 359-371.
AVAILABLE FROM- Language Learning Laboratory, G-70 Foreign Languages Building, University of Illinois at Urbana-Champaign, 707 S. Mathews, Urbana, IL 61801 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Classroom Techniques; *Communicative Competence (Languages); Computer Assisted Instruction; *Educational Strategies; English; English (Second Language); FLES; Immersion Programs; Instructional Materials; Language Proficiency; Language Teachers; Language Tests; Notional Functional Syllabi; Regional Dialects; *Second Language Instruction; Teacher Developed Materials; Teacher Education; Testing
IDENTIFIERS- *Communicative Approach

This collection of papers is a resource for classroom teachers and program administrators who want to know not only what the communicative approach to language teaching is all about but how the goal of communicative competence is being met in teaching contexts similar to their own. Papers and authors include: "Functional Approaches to Language and Language Teaching: Another Look" (Margie S. Berns); "Contextual Considerations in Communicative Language Teaching" (Sauli Takala); "Intake, Communication, and Second-Language Teaching" (Elizabeth M. Leemann Guthrie); "Regional Norms for English" (Braj B. Kachru); "'I Got Religion!'--Evangelism in Language Teaching" (Alan Maley); "Beyond Notions and Functions: Language Teaching or the Art of Letting Go" (Gunter Gerngross, Herbert Puchta); "Preparing ESL Teachers for a Communicative Curriculum--American Style" (Pearl Goodman); "Teaching Strategic Competence in the Foreign Language Classroom" (Elaine Tarone); "Teacher-Made Videotape Materials for the Second-Language Classroom" (Tony Silva); "Computer-Aided Instruction: Language Teachers and the Man of the Year" (Fernand Marty); "Immersion and Other Innovations in U.S. Elementary Schools" (Helena H. Anderson, Nancy C. Rhodes); "Testing Performance in Oral Interaction" (Keith Morrow); and "Proficiency in Context: The Pennsylvania Experience" (Barbara F. Freed). (MSE)

ED 278 369 IR 012 480

Riccobono, John A.
Instructional Technology in Higher Education. A National Study of the Educational Uses of Telecommunications Technology in American Colleges and Universities.
Corporation for Public Broadcasting, Washington, D.C.
SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- ISBN-0-89776-102-2
PUB DATE- May 86
NOTE- 243p.
AVAILABLE FROM- Corporation for Public Broadcasting, 1111 Sixteenth Street NW, Washington, DC 20036 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Colleges; *Computer Assisted Instruction; Educational Technology; Higher Education; Interviews; National Surveys; Questionnaires; School Surveys; Tables (Data); *Teacher Education Programs; *Teleconferencing; *Telecourses; *Use Studies

This report summarizes the results of the 1985 Higher Education Utilization Study (HEUS-85), which provides current estimates of the availability, use, and support of instructional telecommunications technologies--video, audio, and computers--in the nation's colleges and universities, and describes the availability and use patterns of these technologies in teacher preparation programs. The first of six major sections presents a general discussion of technology use in education and an overview of the study, which involved a survey by mail questionnaire with telephone follow-up interviews of individuals who were most knowledgeable about (1) instructional uses of video and audio technologies, (2) the instructional uses of computers, and (3) the institution's teacher preparation program (where applicable).

Separate questionnaires for each of the three groups of respondents were sent to 2,830 public and private two- and four-year postsecondary collegiate institutions, 1,202 of which had teacher education programs. The second section provides a summary of the major findings based on responses from 85% of the video/audio group, 86% from the computer group, and 92% from the teacher education group. The third section considers the availability of instructional technologies and program materials as reported by the survey respondents. The use of technologies for instruction is discussed in the fourth section, and the fifth addresses questions about support for instructional technology, including funding, personnel, and consortia membership and services. The sixth section focuses on the availability and use patterns of video, audio, and computer technologies in teacher education programs. Appended materials include the three questionnaires; a description of the survey design and procedures; and a list of members of the Study Advisory Committee. (DJR)

Black, Donald B.
Adventures with a Compulsory Computer Literacy Course in the Practicum Year.
PUB DATE- 29 May 85
NOTE- 19p.; Paper presented at the Annual Conference of the Canadian Society for the Study of Education (Montreal, Quebec, Canada, May 29, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; *Computer Literacy; Course Evaluation; Foreign Countries; Higher Education; Instructional Development; *Microcomputers; *Preservice Teacher Education; *Program Implementation; *Required Courses; Retrenchment; School Schedules; Schools of Education
IDENTIFIERS- *University of Calgary (Canada)

This paper describes the problems and successes associated with the introduction of a compulsory computer literacy course to approximately 600 professional year students in the Faculty of Education Department at the University of Calgary (Alberta, Canada) during the fall 1984 and spring 1985 semesters. The events leading up to the introduction of the course are explained and descriptions are provided of problems encountered in implementing the course, including budget restrictions; insufficient staffing for course development; lack of available hardware and software; scheduling of professional year student classes; and limited classroom space. On the more positive side, the staff felt that that most course objectives were met, and the majority of students gave the course a favorable rating. It was concluded that: (1) the course should be piloted; (2) instructors must be prepared to spend a great deal of time for teaching and evaluating the course; (3) the course could be used for operational research; (4) the programming component should be reduced and more computer literacy content included; (5) learning theories should be used in course development; and (6) instructors should be prepared to be in a constant state of change. Data for the two semesters are compared for three dimensions of the evaluation: the time allotments for specific topics covered, number and weighting of assignments and examinations toward the grade, and student ratings of the course. A six-item bibliography is provided. (DJR)

ED 278 424 IR 051 786

Cramer, Mary McCart
Public Relations for Secondary School Media Centers. DSG Manual 2939.5.
Dependents Schools (DOD), Washington, D.C. European Area.
PUB DATE- Aug 86
NOTE- 47p.
AVAILABLE FROM- Department of Defense Dependents Schools--Germany Region, Office of the Regional Director, ATTN: Media Coordinator, APO New York 09633-0005 (single copies free while supplies last).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Activities; Administrators; Check Lists; High Schools; *Learning Resources Centers; *Library Services; *Media Specialists; *Public Relations; School Community Relationship; School Libraries; Secondary School Students; Secondary School Teachers

Developed to increase media specialists' awareness of the value of public relations to the media center program, this guide is designed to help media specialists encourage positive attitudes on the part of students, faculty, administration, and the community toward the media center, and ultimately lead to a greater understanding of the media center's part in the total educational plan. The concept of public relations is defined; checklists are provided for the evaluation of current public relations activities aimed at the user groups of students, teachers, administrators, and the community; and suggestions are presented for services and activities designed to encourage media center usage by each user group. A mediography and a listing of Department of Defense Dependents Schools (DoDDS) Media Task Group members are provided. (KM)

ED 278 437 JC 870 054

Lace, Bill
"Doing the Post Office Two-Step," or "How Not to Holler Uncle."
PUB DATE- Dec 86
NOTE- 17p.; Paper presented at the Annual Conference of the Council for the Advancement and Support of Education (3rd, Alexandria, VA, December 9-11, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Cost Effectiveness; *Information Dissemination; Public Relations; *School Publications; Two Year Colleges
IDENTIFIERS- *Mailing and Shipping; *Postage

Suggestions are provided to help community colleges disseminate their publications as efficiently and cost-effectively as possible, by taking advantage of relevant postal regulations. After looking at the prohibitive costs of first-class mailings, the paper considers second- and third-class bulk mailing options, beginning with a comparison of the costs of mailing 1,000 college catalogs via first-class mail ($1,580), second-class mail ($92.23), second-class mail sorted by carrier route ($74.23), and third-class mail ($136.17). The use of third-class bulk mail is discussed first, with focus on how to get a bulk mail permit, the types of permits and their costs, and content and size requirements for third-class mail. Second-class mail, which was set up primarily for the mailing of periodicals, is discussed next in terms of its appropriateness for the mailing of various types of college publications. Information on permit costs, regulations, and mailing services is provided. Next, second- and third-class mail are compared in terms of preparation requirements, flexibility, costs, and the differences with respect to address corrections and levels of treatment of undeliverable mail. Finally, the advantages of second-class, non-profit, in-country, carrier-sorted mail are reviewed. (EJV)

ED 278 465 JC 870 103

Henry, Thomas A.; Bender, Louis W.
Computer and Information Applications in Two-Year College Collective Bargaining.
Florida State Univ., Tallahassee. State and Regional Higher Education Center.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Mar 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Policy; *Collective Bargaining; Community Colleges; *Computer Oriented Programs; *Computer Uses in Education; Data Processing; Information Needs; *Information Sources; National Surveys; Negotiation Agreements; Two Year Colleges

A nationwide survey of two-year colleges with collective bargaining was conducted to determine who serves as chief negotiator for the colleges, the sources of information these individuals rely upon for their data, and the extent to which electronic data processing is used in the bargaining process. Of the 248 two-year colleges surveyed, 160 (64.5%) responded. Study findings included the following: (1) 61% of the colleges indicated that the chief negotiator was a member of the college staff, while 44% employed an outside individual as the chief negotiator; (2) outside negotiators were most likely to be attorneys; (3) the most commonly used sources of information on collective bargaining were personal contacts, the "Chronicle of Higher Education," state negotiators' groups, and the state school board; (4) 110 institutions reported that their chief negotiator had access to a computer to facilitate the negotiation process; and (5) computers were used predominantly for text management and word processing. Recommendations are included. (EJV)

ED 278 494 PS 016 297

Holle, Kimberly Ann
Age-Related Parenting Education: Model Development and Application to an Emerging Family Constellation - Single-by-Choice Mothers.
PUB DATE- May 86
NOTE- 17p.; Paper presented at the Annual Building Family Strengths Conference (9th, Lincoln, NE, May, 1986) and at the Annual Parenting Symposium (2nd, Philadelphia, PA, February, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Models; *Mothers; *One Parent Family; *Parent Education; Program Development; *Social Support Groups
IDENTIFIERS- *Single by Choice Mothers; Theory Development

The purpose of this paper is twofold: (1) to describe an adaptation of the Schaefer Circumplex Model to age-related parenting theory and techniques, and (2) to illustrate its application in relation to the emerging numbers of single-by-choice mothers. The method described superimposes both a child's and a parent's cognitive and psychosocial timelines onto the Schaefer Circumplex Model, assigning appropriate parenting styles and techniques to the corresponding cognitive and psychosocial stages of the child. The application of the developmental parenting process model to the mentoring process practiced by a support group for mothers who were single by choice illustrates the model's usefulness and highlights its appropriateness for this particular parenting population. (RH)

ED 278 241 FL 016 374

Berwald, Jean-Pierre
Video and Second Language Learning.
PUB DATE- 85
NOTE- 15p.; In: Gillespie, Junetta B., Ed. Video and Second Language Learning. Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1985; see FL 016 373.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)
DESCRIPTORS- *Audiovisual Aids; Educational Change; *Educational Television; *Equipment Evaluation; Films; Research Needs; Second Language Instruction; *Second Language Learning; Teacher Developed Materials; Teacher Education; *Technological Advancement; Telecommunications; *Television; Trend Analysis; Videotape Recordings

A brief history of television use in foreign language instruction is presented, and the ways in which videotape technology has increased television's potential are discussed. Various uses for the medium, including films designed for language teaching, non-specialized material taped off the air, videotaping of student productions, and teacher-prepared tapes are explored. The impact of recent developments in video technology, such as satellites, multistandard playback equipment, closed-circuit television, digital television, and interactive computer/video systems are examined. More research is needed to help the profession understand how the visual element affects language learning. More flexible and accessible distribution systems for video equipment and more teacher training in effective production and use of materials also need to be researched. Fifty-one references are supplied. (Author/MSE)

ED 278 357 IR 012 451

Price, Robert V.; Brunson, Gwen
Computer Knowledge and Attitudes of Pre-Service Teachers in College Computer Education Courses.

PUB DATE- 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Literacy; Correlation; Course Content; Higher Education; Longitudinal Studies; *Preservice Teacher Education; *Prior Learning; Statistical Distributions; *Student Attitudes
IDENTIFIERS- *Texas Tech University

A study was conducted at Texas Tech University to determine whether significant changes had occurred in the entry level computer knowledge and attitudes of students enrolling in College of Education undergraduate computer literacy courses over a 3-year period, and to determine any implications such changes might have for planners of these courses. Undergraduate students (13 in fall 1984, 31 in spring 1985, and 170 in spring 1986) completed two questionnaires on previous computer experience and on the perceived importance of various computer uses, including tool applications, educational applications, and games. Frequency distributions were accumulated to determine the variation between experience levels and perceptions. Results over the 3 years showed: (1) no significant differences in the skills and attitudes of the students enrolling in this course; (2) no change in number having prior computing experience; and (3) a highly positive general student attitude toward computers throughout the study. This suggests that major changes in the content of the course are not warranted if based on changing skills and attitudes of students during the study. However, it can be expected that the entry level skills and attitudes of students enrolling in computer education courses will change over time, and further research is indicated to determine if and in what manner these changes develop. Four tables display the results of data analyses and the two questionnaires used in the study are appended. (DJR)

ED 278 258 FL 016 397

Snow, Marguerite Ann
Innovative Second Language Education: Bilingual Immersion Programs.
California Univ., Los Angeles. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- ER1
PUB DATE- 86
NOTE- 13p.
CONTRACT- 400-85-1010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; Case Studies; Elementary Education; English (Second Language); *Immersion Programs; Instructional Development; Language Maintenance; Limited English Speaking; Native Speakers; Parent Participation; *Program Design; *Program Development; *Program Effectiveness; Second Language Instruction; Second Language Programs
IDENTIFIERS- *California (San Diego); Elementary Secondary Education Act Title VII

Bilingual immersion programs combine second language immersion for language majority children and bilingual education for language minority children. The programs are based on the underlying assumption of the immersion model: that a second language is best learned as a medium of instruction, not as the object of instruction. However, they are not sheltered as are most immersion programs, and they serve the needs of both student language groups. This kind of program draws on the natural resources existing when two language groups are mixed in the same instructional setting: the children learn each others' languages. The San Diego Title VII Spanish-English bilingual immersion program is an example that has shown consistently high student achievement for oral language development, reading, and mathematics in both languages by the completion of elementary school. Implementation of a bilingual immersion program is complex, and requires careful consideration of such issues as feasibility, target groups, parent support, teacher pre-service and in-service training, curriculum and materials adaptation, administrator and staff roles, and maintenance of language group balance. (MSE)

ED 278 316 HE 019 998

Nigh, Gary

Degrees and Awards Conferred by New Jersey Colleges and Universities, State and County Totals, FY 1985.

New Jersey State Dept. of Higher Education, Trenton.
PUB DATE- 86
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *College Programs; *Degrees (Academic); Doctoral Degrees; *Educational Certificates; Geographic Distribution; Higher Education; *Majors (Students); Masters Degrees; Professional Education; State Surveys
IDENTIFIERS- Higher Education General Information Survey; *New Jersey

Tabular data on degrees and awards granted by New Jersey colleges in 1985 are presented by program. In addition to totals for the state, data are provided by county. The following degrees/awards are covered: certificates, associate, bachelor's, master's, doctoral, and first professional. The information was obtained from the Higher Education General Information Survey. Approximately 320 fields of study are arranged by College Instructional Program (CIP) codes. (SW)

ED 278 480 PS 016 275

Clarke-Stewart, K. Alison
Parents' Effects on Children's Development: A Decade of Progress?
PUB DATE- 86
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Attachment Behavior; Child Development; Children; *Cognitive Development; Individual Development; *Language Acquisition; Parent Child Relationship; *Parent Influence; *Personality Development; Research Needs; *Socialization

Updating a 1977 review, this review of the research concerning parents' effects on their children's development asks what progress has been made in understanding such effects during the last decade. After presenting findings of the earlier review, discussion focuses on five areas of research: temperament, attachment, cognitive development, language acquisition, and socialization. It is concluded that increased knowledge of parents' effects on children's development has revealed how much remains unknown. Progress has been made over the past decade, but the progress has been in problem finding rather than in problem solving, divergent rather than convergent. Researchers should focus on the limits of parents' effects on their children's development and conduct systematic experiments. Parent training programs can be both the medium and the message in this area of research. A 26-page reference list is appended. (RH)

ED 278 495 PS 016 298

O'Connor, Mary J.; And Others
Disorganization of Attachment in Relation to Maternal Alcohol Consumption.

SPONS. AGENCY- Public Health Service (DHHS), Rockville, Md.
PUB DATE- Apr 86
NOTE- 30p.; Paper presented at the Biennial Meeting of the International Conference on Infant Studies (Los Angeles, CA, April 10-13, 1986).
GRANT- USPHS-BSG-RR-05756
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alcoholic Beverages; *Attachment Behavior; Behavior Disorders; Comparative Analysis; *Drinking; *Drug Use; *Infants; *Mothers; *Parent Child Relationship; Smoking; Social Adjustment; Stranger Reactions
IDENTIFIERS- Ainsworth Strange Situation Procedure; *Alcohol Abuse; Bayley Scales of Infant Development; Caffeine; First Born

The relation between maternal alcohol consumption and infant attachment behavior at one year of age was investigated in this study. Alcohol consumption was estimated by self-report questionnaires filled out by mothers who were over 30 years of age. The questionnaire elicited information about the amount of alcohol mothers consumed prior to, during, and following pregnancy. Alcohol level was then computed using the Jessor, Graves, Hanson and Jessor AA score. The attachment behavior of 46 infants was observed at one year of age using the Ainsworth Strange-Situation Procedure. Infants were classified as: secure; insecure-avoidant; or insecure-ambivalent/resistent. Additionally, a new classification of insecure-disorganized/disoriented was used. This classification is thought to include infants who may have very serious attachment disturbances. Findings indicated that the majority of infants of mothers who consumed more alcohol prior to pregnancy and during pregnancy were insecure in comparison to a minority of insecure infants of mothers who were abstinent or light drinkers during those time periods. Other results indicated that the classification of infants as insecure-disorganized/disoriented helped to identify a large number of infants who were insecure in the group of heavy drinking mothers. A 34-item reference list is appended. (Author/RH)

ED 278 567 SE 047 740

Lawson, Anton E.

Integrating Research on Misconceptions, Reasoning Patterns and Three Types of Learning Cycles.

PUB DATE- Sep 86
NOTE- 35p.; Paper presented at the United States-Japan Seminar on Science Education (Honolulu, HI, September, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; *Elementary School Science;

Elementary Secondary Education; *Learning Processes; *Learning Theories; Logical Thinking; *Misconceptions; Problem Solving; *Science Activities; Science Education; *Secondary School Science; Skill Development

This paper describes how the learning cycle leads students to become more skilled reasoners. The three phases of the learning cycle are described and examples and goals of each are provided. Information is also offered on the three types of learning cycles: the descriptive; the empirical-inductive; and the hypothetical-deductive. Each is described in terms of: (1) how it addresses the phases of exploration, term introduction, and concept application; (2) the steps used in preparing and using the cycle; (3) *its application to a specific* topic area, i.e., skull structure/function, air pressure, and transportation. If correctly used, it is contended that the learning cycle will provide the opportunity for students to reveal their prior conceptions and to test them in an open atmosphere. References are included and an appendix contains both teacher and student materials for the activities which were described in the section on the three types of learning cycles. (ML)

ED 278 198 EC 191 754

Zier, Cathy Diane; And Others

Sign On to Computers: A Dictionary of Computer Signs.

Atlanta Area School for the Deaf, GA.; Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
PUB DATE- 86
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *American Sign Language; *Computer Literacy; *Computers; Computer Software; *Finger Spelling; *Hearing Impairments; Programing Languages; *Vocabulary; Word Processing
IDENTIFIERS- *Manually Coded English

This manual defines basic computer terminology and presents sign language gestures for the terms. The manual uses the Atlanta Area School for the Deaf's Manually Coded English Sign Language System, a compilation of signs derived from Signing Exact English and American Sign Language; it also indicates those instances where fingerspelling is required. The 173 terms, covering such areas as programming languages, computer hardware, word processing, and computer functions, are entered in alphabetical order, and except for terms that are fingerspelled, such as REM and GOTO, each term is illustrated with a line drawing of a person making the sign for that term and (where appropriate) of the object being defined. (CB)

ED 278 212 FL 016 142

Kitao, Kenji
A Brief History of the Study of Intercultural Communication in the United States.
PUB DATE- 85
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Anthropology; Communication Research; Conferences; Course Content; Cross Cultural Studies; *Intellectual Disciplines; Intellectual History; *Intercultural Communication; *Interpersonal Relationship; *Multicultural Education; Professional Associations; Publications; Technological Advancement
IDENTIFIERS- *United States

The history of intercultural communication as a field of study in the United States is outlined. The origins of intercultural communication in cultural anthropology are explored. A relationship is pointed out among the fields of intercultural communication, cross-cultural communication, interracial communication, interethnic communication, and international communication. The development of the field in the U.S. until 1980 is described in terms of the definitions of culture, communication, and intercultural communication used in the literature and in terms of publications, professional organizations, conferences, educational offerings, and research in this field. The boundaries of intercultural communication were identified in the late 1970s and the discipline became established soon after. A 60-item reference list is appended. (MSE)

ED 278 273 FL 016 431

Oxford, Rebecca L.
Second Language Learning Strategies: Current Research and Implications for Practice.
California Univ., Los Angeles. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- TR3
PUB DATE- 86
NOTE- 48p.
CONTRACT- 400-85-1010
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classification; Classroom Techniques; Correlation; *Educational Research; Educational Strategies; *Instructional Effectiveness; Language Research; Learning Activities; *Learning Strategies; Methods Research; Qualitative Research; *Research Methodology; Second Language Instruction; *Second Language Learning; Skill Development; Teacher Role

The research foundations for understanding strategies of second language learning are outlined. Three research themes are highlighted: the importance of second language learning strategies, the effectiveness of strategies as demonstrated by research, and the definition and classification of these strategies. Second language learning strategies are important because they improve language performance, encourage learner autonomy, are teachable, and expand the role of the teacher in significant ways. Information on the effectiveness of language learning strategies has been gathered by a variety of means, including simple list-making, observations by teachers and researchers, interviewing, notetaking and diaries by students themselves, self-reporting surveys, factor analytic studies, and training studies involving experimental and control groups. Each of these ways of determining the utility of second language learning strategies is discussed, and a new and more complete taxonomy of second language learning strategies based on a comprehensive review of research is presented. (Author/MSE)

ED 278 287 HE 019 827

Bengis, Laraine
College Discovery Prefreshman Summer Program, 1985. Evaluation Report.
City Univ. of New York, NY. Office of Student Affairs and Special Programs.
PUB DATE- Apr 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basic Skills; *College Freshmen; College Mathematics; *Developmental Studies Programs; Higher Education; *High Risk Students; Pretests Posttests; Program Effectiveness; Program Evaluation; Reading Instruction; *Remedial Programs; Skill Development; *Summer Programs; Transitional Programs; Writing Instruction
IDENTIFIERS- *City University of New York

The Prefreshman Summer Program for academically and economically handicapped students at the City University of New York (CUNY) was evaluated in 1985 and compared to previous evaluations. The voluntary, 6-week transitional program provides intensive basic skills instruction, tutoring, counseling, and financial aid to incoming students who fail to achieve proficiency on the CUNY Skills Assessment Tests in reading, writing, and mathematics. Findings include: a completion rate of 92% for the summer program; 94% fall registration rate for summer program completers; a higher fall enrollment rate for program participants than for a comparable group of nonparticipants; and course advancement rates in reading, writing, and mathematics that remained high for the past 4 years, averaging 82%, 57%, and 80%, respectively. Twenty-three percent who had failed to achieve the university-wide minimal passing score on the CUNY Skills Assessment Test in reading passed the posttest. Mathematics pretest to posttest gains remained the most substantial each summer, while the least dramatic gains were made on the post-writing test. (SW)

ED 278 302 HE 019 969

Rules of the New York State Board of Regents Relating to Definitions of Unprofessional Conduct, with Amendments Adopted through November 1984.

New York State Education Dept., Albany.
PUB DATE- Apr 86
NOTE- 21p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; Accountants; Allied Health Personnel; Certification; *Codes of Ethics; Definitions; Dentists; Health Personnel; Higher Education; *Legal Responsibility; *Malpractice; Optometrists; Pharmacists; Physicians; *Professional Personnel; *Professional Services; Psychologists; State Boards of Education; *State Standards; Veterinarians
IDENTIFIERS- Fraud; *New York

Rules concerning unprofessional conduct are offered by the New York State Board of Regents. Attention is directed to: general provisions for all professions, health professions, and design professions (e.g., architecture and engineering), as well as special provisions for: the medical profession, the dentistry and dental hygiene professions, the veterinary medicine profession, the pharmacy profession, the optometry profession, the profession of ophthalmic dispensing, the accounting profession, certified shorthand reporting profession, the psychology profession, and the massage profession. Unprofessional conduct in the practice of any licensed or certified profession includes: (1) willful or grossly negligent failure to comply with provisions of federal, state, or local laws, or rules governing the practice of the profession; (2) exercising undue influence on the patient or client, including the promotion of sale of services, goods, or drugs in order to exploit the patient/client; (3) conduct in the practice of a profession that shows evidence of moral unfitness to practice the profession; or (4) willfully making or filing a false report. (SW)

ED 278 331 HE 020 019

Collective Bargaining Agreement between Adrian College and Adrian College Association of Professors (MEA/NEA), September 1, 1984-September 1, 1986.

Adrian Coll., Mich.; Michigan Education Association, East Lansing.; National Education Association, Washington, D.C.

PUB DATE- 1 Sep 84
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Rank (Professional); *Collective Bargaining; *College Faculty; *Contracts; Department Heads; *Employment Practices; Evaluation Criteria; Faculty; Faculty Workload; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Librarians; Multiple Employment; Part Time Faculty; Personnel Policy; *Promotion (Occupational); Summer Schools; Teacher Retirement; Teacher Salaries; Tenure; Unions
IDENTIFIERS- *Adrian College MI; National Education Association; *NEA Contracts; Union Rights

The collective bargaining agreement between Adrian College and Adrian College Association of Professors, an affiliate of the Michigan and National Education Associations, covering the period September 1, 1984-September 1, 1986 is presented. Items covered in the agreement include: unit recognition; definitions; rights of the Board of Trustees; grievance procedure; rank and promotion for faculty and professional library employees; evaluations for continuation, promotion, and tenure; tenure; staff layoff and recall; nonrenewal of contracts; workload; retirement; association rights; summer school and May term; outside employment; leaves of absence; department chairpersons; sabbatical leaves; academic freedom; representation and professional conduct; salary and fringe benefits; no strike; half-time (or greater) faculty members; and the academic calendar. Salary schedules for 1984-1985 and 1985-1986 are included by years of experience for instructors, assistant professors, associate professors, and professors. A payroll deduction form is also provided. (SW)

ED 278 345 HE 020 033

Agreement between the Board of Regents of Higher Education and the Massachusetts Society of Professors at the University of Lowell, July 1, 1983-June 30, 1986.

Lowell Univ., Mass.; Massachusetts State Board of Regents of Higher Education, Boston.; National Education Association, Washington, D.C.

PUB DATE- 1 Jul 83
NOTE- 212p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; Department Heads; *Employment Practices; Evaluation Criteria; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Librarians; Personnel Policy; Records (Forms); Retrenchment; *State Universities; Teacher Salaries; Tenure; Unions
IDENTIFIERS- Massachusetts Teachers Association; National Education Association; *NEA Contracts; Personnel Files; Union Dues; *University of Lowell MA

The collective bargaining agreement between the Massachusetts Board of Regents of Higher Education and the Massachusetts Society of Professors at the University of Lowell covering the period July 1, 1983-June 30, 1986 is presented. An affiliate of the National Education Association and the Massachusetts Teachers Association, the unit has 423 full-time faculty. Items covered in the agreement include: definitions and unit recognition; management rights and prerogatives; grievance procedure; criteria for appointment, promotion, and tenure; tenure and promotion procedure; evaluation of faculty and librarians; affirmative action programs; personnel files; retrenchment; termination, dismissal, and resignation policies; academic freedom and responsibility; workload; department chairperson and committees; support services and facilities; salaries; supplemental benefits; sabbatical leaves; no strike/lockout clauses; and agency fees. Appendices include: a payroll deduction authorization form, a professional vita form, and a vita for annual merit evaluation. (SW)

Annual Review of OCLC Research, July 1985-June 1986.
OCLC Online Computer Library Center, Inc., Dublin, Ohio.
PUB DATE- 86

NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; Annual Reports; Assistantships; *Bibliographic Utilities; Fellowships; Information Retrieval; Information Science; Information Technology; Program Descriptions; Publications; *Research and Development Centers; *Researchers; *Research Projects; Seminars
IDENTIFIERS- *OCLC; Visiting Scholars

This inaugural annual review provides an overview of the research activities and staff of the Online Computer Library Center, Inc. (OCLC) Offices of Research and Technical Planning. Information provided for the Office of Research includes the director's statement; photographs and biographical sketches of the Research Advisory Committee; brief summaries and more detailed reports of 13 current research projects, emphasizing electronic delivery mechanisms, access to bibliographic systems, and the application of advanced system technology to information access and delivery; a listing of publications; a listing of presentations and seminars; descriptions and application information for the visiting scholar, postdoctoral fellowship, and research assistant programs; summaries of the 1985-86 Distinguished Seminar Series presentations; and descriptions of collaborative programs and OCLC/Office of Research Funded Programs. The review of the activities of the Office of Technical Planning begins with the director's statement and includes descriptions of three programs concerned with technology assessment, technical standards, and internal consulting, and a listing of publications and presentations. Biographies and photographs of Offices of Research and Technical Planning staff members conclude the report. (KM)

ED 278 411 IR 051 772

Neff, Evaline; And Others
Annual Report on LSCA Priorities, FY 1981.
Office of Libraries and Learning Technologies (ED), Washington, DC.
PUB DATE- Jan 83
NOTE- 541p.; For annual reports for 1980 and 1982-84, see ED 219 080; ED 248 896; ED 255 234; ED 269 013.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Data Analysis; *Federal Aid; Institutionalized Persons; Library Cooperation; *Library Expenditures; *Library Services; Library Statistics; Limited English Speaking; Physical Disabilities; Program Descriptions; *Public Libraries; *State Libraries
IDENTIFIERS- Library Development; *Library Services and Construction Act

This compilation results from efforts of the State and Public Library Services Branch of the U.S. Department of Education to disseminate pertinent information submitted by the State Library Administrative Agencies on key LSCA (Library Services and Construction Act) program areas. Each report was written by an administrative librarian who had key responsibility for collecting these data from the fiscal year 1981 LSCA Annual Reports on file in that branch. Representing different styles of reporting on the FY 81 LSCA priority expenditures, the collection comprises: (1) "Services to Physically Handicapped Persons" (Evaline Neff); (2) "Services to Persons with Limited English-Speaking Ability" (Evaline Neff); (3) "Services to the Institutionalized" (Trish Skaptason); (4) "Services to the Aging" (Trish Skaptason); (5) "Services to Disadvantaged Persons" (Adrienne Chute and Gladys Pendergraph); (6) "Major Urban Libraries Statistics for Fiscal Year 1979-1981" (Clarence Fogelstrom); (7) "Public Library Construction, LSCA II" (Nathan Cohen); and "Interlibrary Cooperation, LSCA III" (Dorothy Kittel). (KM)

ED 278 425 IR 051 787

Snowhill, Lucia; And Others
Public Services Study. Final Report.
California Univ., Santa Barbara. University Library.
SPONS. AGENCY- Association of Research Libraries, Washington, D.C.
PUB DATE- Sep 86
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Access to Information; Higher Education; Library Administration; Library Automation; Library Facilities; Library Instruction; Library Personnel; *Library Planning; *Library Services; Self Evaluation (Groups); *User Needs (Information); User Satisfaction (Information)
IDENTIFIERS- *Public Services; *University of California Santa Barbara

This report describes a self-assessment study undertaken by the University of California at Santa Barbara (UCSB) Library which was designed to describe current UCSB Library public services, investigate options and opportunities to enhance these services in anticipation of change, and make recommendations to ensure that the library continues to provide the best possible services to the academic community. The study was conducted in three phases by the Public Services Study team and its five task forces using the Public Services Study Model created by the Association of Research Libraries (ARL), Office of Management Studies (OMS). Library directions are discussed, and an optimal scenario is described, including components of the services and planning structure delineating organization, programs, technology, staffing, and facilities. An examination of study findings includes discussions of the issues and options of technology and access, library users, user education and awareness, organization, building library personnel, facilities, and planning; and recommendations grouped under the same broad themes follow. Study findings are presented graphically in four tables, and appendices include the study team charge, study methodology, task force charges, a listing of task force members, and a summary of reports issued as part of the Public Services Study. (KM)

ED 278 452 JC 870 086

Spann, Milton G., Jr.; Thompson, Cynthia G.

The National Directory of Exemplary Programs in Developmental Education. Second Edition.

Appalachian State Univ., Boone, NC. National Center for Developmental Education.

PUB DATE- 86

NOTE- 234p.

AVAILABLE FROM- National Center for Developmental Education, College of Education, Appalachian State University, Boone, NC 28608 ($11.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Community Colleges; *Developmental Programs; *Developmental Studies Programs; Directories; Educational Counseling; Educational Development; Educational Testing; National Surveys; Postsecondary Education; *Remedial Programs; Student Personnel Services; Two Year Colleges; Universities

Developmental programs which have reached a relatively mature level of operation and can serve as regional models and resources for each other and for emerging programs are identified in this national directory. Introductory material discusses the need for and purpose of the directory, the selection process used to identify outstanding programs, the information gathering process, the collection and review of documentation, the scope of the programs included, and reflections on developmental education. The bulk of the directory consists of the two sections accompanied by user's guides. The sections contain: (1) a listing by state of institutions with model programs, including a list of particular exemplary components (e.g., placement testing, diagnostic testing, tutoring, tutor training, developmental courses, developmental laboratories, study skills, counseling, advisement, counselor training, peer counseling, English as a Second Language, evaluation, faculty training, financial aid, computer-assisted instruction, and audio-visual services); and (2) a listing of the institutions by exemplary component. Additional sections provide institutional names and addresses; a list of state information coordinators; sample legislation by state; and general information on the National Center for Developmental Education. (LAL)

Guidelines for Delaware Kindergartens.
Delaware State Dept. of Public Instruction, Dover.

PUB DATE- Oct 85
NOTE- 59p.; Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; *Individual Characteristics; *Kindergarten Children; Primary Education; State Curriculum Guides; *State Standards
IDENTIFIERS- *Delaware

Intended for administrators and teachers, these guidelines for kindergarten programs in the state of Delaware (1) describe the characteristics of the kindergarten child, (2) list content standards for the kindergarten curriculum, and (3) describe the kindergarten classroom environment. After a brief philosophical statement, Section 1 focuses on the physical, social, emotional, and intellectual characteristics of the kindergarten child. Content standards listed in Section 2 concern learning to communicate through language arts, to use numbers, to investigate, to learn about self in relation to others, and to learn how to use large and small muscles and how to express thoughts and feelings creatively. The description of the kindergarten environnment in Section 3 includes guidelines for room arrangement, building kindergarten centers and supplying equipment and materials, and offers suggestions for planning the daily schedule, classroom management, evaluating children's progress, and encouraging parental involvement. The text is illustrated with black and white photographs and line drawings. A brief bibliography cites publications providing supplemental information. (RH)

ED 278 524 RC 016 077

Butler, Lorna Michael; Coppedge, Robert O.
A Team Training Model: A Regional Approach to Changing Economic Conditions. Hard Times: Communities in Transition.
Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
REPORT NO.- WREP-94
PUB DATE- Nov 86
NOTE- 12p.; For related documents, see ED 274 477-478.
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($0.75).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Action; Community Change; Community Development; Community Involvement; Community Problems; Community Programs; *Coping; Decision Making; *Economic Change; *Models; Problem Solving; *Rural Areas; Self Help Programs; Systems Approach; *Team Training; Training Methods; *Workshops
IDENTIFIERS- *Economic Decline; Montana; New Mexico; Washington

A guide for community leaders, extension staff, and community or rural development practitioners outlines the evolution of a regional training model for community-based problem solving in rural areas experiencing economic decline. The paper discusses the model's underlying concepts and implementation process and includes descriptions of four workshops held in the western United States. It describes training methods and cites examples of participants in Montana, New Mexico, and Washington who applied the process to local situations, and speculates about further applications. Goals for workshop participants representing 29 communities included becoming more knowledgeable about fiscal, social, economic, and demographic consequences of decline, resources available to help cope with decline, processes of informing and involving people at home, and strategies for economic and social recovery. Aspects of workshop development included multidisciplinary approach, needs assessment and action planning, impact assessment, management and mitigation framework, case study, and action planning process. Success of the training model is attributed to the synergism of the team approach, the model's transferability and adaptability, the multiplier effect potential, and trainer-team followup. (LFL)

ED 278 537 SE 047 697

Hochstetler, Helen L.

Upper Elementary Science Education with an Emphasis on Social Relevance.

PUB DATE- May 86
NOTE- 46p.; Exit Project, Indiana University, South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Educational Objectives; Elementary Education; *Elementary School Science; Learning Strategies; Literature Reviews; *Science and Society; Science Curriculum; Science Education; *Science Instruction; Social Problems; *Social Responsibility; Teaching Methods
IDENTIFIERS- *Science Education Research

Designed to investigate the significance of the relationship between science education and social issues, this study presents a rationale and suggestions for incorporating elements of social responsibility into the elementary science curriculum. A review of the literature consists of annotations which focus on: (1) the importance of social issues in science education; (2) social issues and possible topics; (3) goals for social/science education; and (4) methods and strategies. A glossary is provided of terms which are referred to in the literature review. A summary section reviews social issues that can be presented in the classroom and highlights strategies for integrating relevant social issues into the curriculum. (ML)

ED 278 552   SE 047 716

Science and Technology Data Book. 1987.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
REPORT NO.- NSF-86-311
PUB DATE- 87
NOTE- 49p.; *Document contains small print. For 1986 statistics, see ED 265 052.*
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Science; Doctoral Degrees; Employment Patterns; Financial Support; Global Approach; Graduate Students; Higher Education; *Human Resources; *International Trade; Minority Groups; *Research and Development; *Science and Society; Science Education; Tables (Data); *Technology
IDENTIFIERS- *National Science Foundation

Designed to provide easy access to information pertaining to science and technology, this data book provides indicators on: (1) funding for research and development; (2) human resources utilization and supply; and (3) international science and technology efforts. Graphs and charts are used to note research and development efforts from a nationwide perspective, with expenditures from federal, industrial, and academic sources illustrated. Comparative graphs on human resources provide data on employed scientists and engineers, employed doctorates, women in science and technology, racial minorities, and school retention rates. In addition, assessments of the supply of professionals in science and technology are presented by type and number of degrees awarded, and fulltime graduate students currently enrolled. Several international science and technology indicators are outlined, such as ratios of research and development to gross national product (by country), United States patents granted to United States and foreign inventors, data on United States trade balances in high technology, and United States scientific and technical publications as compared to world publications. Three pages list other Science Resources publications. (TW)

Yung, Judy
Chinese Women of America: A Pictorial History.
Chinese Culture Foundation, San Francisco, Calif.
REPORT NO.- ISBN-0-295-96358-1
PUB DATE- 86
NOTE- 128p.
AVAILABLE FROM- University of Washington Press, University of Washington, P.O. Box C-50096, Seattle, WA 98145 ($12.95, paperback).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Historical Materials (060) Books (010)
DESCRIPTORS- *Acculturation; *Chinese Americans; Employed Women; Ethnic Bias; Ethnic Discrimination; *Females; *Immigrants; Minority Groups; Racial Discrimination; *Sex Discrimination; Slavery; *United States History
IDENTIFIERS- China

Historians have traditionally either denied the existence or distorted the experience of women of color in U.S. history. As a result, Chinese American women, despite the fact that they have been in the United States since 1834, have remained nearly invisible. The Chinese Women of America Research Project embarked on an ambitious journey four years ago to search for this unwritten history. Researchers traveled to major Chinese communities across the United States and to China, where they searched for documents and photographs, and interviewed 274 Chinese American women of diverse backgrounds. Photographs numbering 135 have been included. By piecing together scraps of archival research with oral histories, then placing them in the context of Chinese cultural patterns and Chinese American history, a unique story of triumphs over oppression was gradually uncovered. This book is an outgrowth of "Chinese Women of America, 1834-1982," a traveling exhibit of photographs that opened at the Chinese Culture Center in San Francisco in August 1983. The book is divided into three parts: "Pioneering Women, 1834-1900". "Years of Struggle, 1900-1945," and "Comtemporary Women, 1945-1985," and includes eight appendixes supplying various kinds of statistical data. (BZ)

ED 278 227 FL 016 359

Berns, Margie S.
Functional Approaches to Language and Language Teaching: Another Look.
PUB DATE- 83
NOTE- 20p.; In: Savignon, Sandra J., Ed. and Berns, Margie S., Ed. Communicative Language Teaching: Where Are We Going? Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1983; see FL 016 358. Sample exercises contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)
DESCRIPTORS- *Class Activities; *Communicative Competence (Languages); Correlation; *Instructional Materials; Language Research; Language Usage; *Linguistic Theory; Material Development; *Notional Functional Syllabi; Second Language Instruction; Teaching Methods

A discussion of the functional approach to second language teaching looks at its theoretical foundations and their relationship to communicative language instruction. It locates the origins of the functional approach in early twentieth-century British linguistics and the three key concepts of context of situation, language function, and meaning potential. It examines the applications of systemic theory and relates them to the development of the notional syllabus and accompanying materials. The discussion concludes with an examination of the viability of functional materials in promoting communicative competence. Five sample exercises and 33 references are included. (MSE)

ED 278 242 FL 016 375

Altman, Rick

Access to International Television.

PUB DATE- 85
NOTE- 9p.; In: Gillespie, Junetta B., Ed. Video and Second Language Learning. Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1985; see FL 016 373.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTORS- Archives; Audiovisual Aids; *Electronic Equipment; Equipment Evaluation; *Equipment Standards; Foreign Countries; Higher Education; Programing (Broadcast); *Projection Equipment; Second Language Instruction; *Television; Videotape Recorders; Videotape Recordings
IDENTIFIERS- *International Television; *University of Iowa

While access to international television and videotapes would provide important support to foreign language curricula, foreign television generally cannot be received, recorded, duplicated, or even played on American equipment due to differences in technical standards, norms, and format. There are five basic solutions to problems of foreign videotape playback, including using tapes from countries with similar standards and norms, purchasing a videotape recorder in a foreign country, using an image translator to re-record the tapes, using a multistandard recorder, and converting the tapes to a U.S. standard. International television materials can be acquired through established distribution networks. The University of Iowa has also formed the Project for International Communication Studies to provide assistance and access to reasonably priced standard transfers and eventually to provide an archive of international videotapes for scholarly purposes. (MSE)

ED 278 358 IR 012 458

Lesgold, Alan M.
Human Skill in a Computerized Society: Complex Skills and Their Acquisition.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- Department of Education, Washington, DC.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Artificial Intelligence; *Automation; *Cognitive Psychology; *Computers; Correlation; *Epistemology; Interpersonal Competence; Learning Theories; Longitudinal Studies; Path Analysis; *Professional Training; *Radiology; Research Needs; Research Tools

This paper discusses some of the issues raised for cognitive psychologists by the computer revolution together with the role that psychologists with computer training ought to play, especially in the study of how people acquire complex skills. The issues addressed include: (1) the competition between humans and intelligent machines; (2) the destruction of apprenticeship opportunities by automation; (3) the flexibility of human intelligence and transfer of skills to different situations; and (4) the use of the computer as a research tool in the study of learning and thinking. A research project on the acquisition of radiological diagnostic skills is then described as an example of research on the learning processes involved in acquiring expertise in complex domains. This description includes the types of skills involved in diagnostic radiology, the methodologies used, and the findings of several related studies. A discussion of the need for the large scale longitudinal studies now possible with the use of computers to verify theories about complex skill learning concludes the paper. Several tables present data from the project and five references are listed. (DJR)

ED 278 383 IR 012 517

Hahn, Jung Sun
Usage Patterns at Western Kentucky University Microcomputer Lab (U.S.A.): Past and Present.

PUB DATE- 86
NOTE- 9p.; Paper presented at the All Japan Annual Education Technology Congress (12th, Tokyo, Japan, October 25-27, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College Students; Computer Literacy; Computer Software; Data Analysis; Higher Education; Instructional Improvement; Intellectual Disciplines; Learning Laboratories; *Microcomputers; Research Needs; Sex Differences; Time on Task; *Use Studies; Word Processing
IDENTIFIERS- *Western Kentucky University

This paper describes the results of a study of the microcomputer use patterns reflected by more than 13,000 users' records from the microcomputer laboratory at Western Kentucky University for 1983 to 1986. The data analyzed focused on: (1) numbers of users; (2) frequent user groups; (3) sex differences; (4) prime time usage; (5) the use of software in various academic areas and use of general programs and utilities; (6) length of time students used the computer; and (7) whether the computer programs used were developed in-house or came from publishers. Major findings indicated that: (1) the most frequent users were freshmen and seniors; (2) prime times for use were between 10:00 and 11:00 a.m. and 1:00 and 3:00 p.m.; (3) 65% used computer-assisted instruction (CAI) programs, 20% used utility programs, and 9% used the computers as a tool; (4) 38% used in-house programs and 62% used publisher programs; (5) the mean usage time was 83.79 minutes; and (6) 55% of the users were male and 45% were female. It was also found that users in science were the most numerous (49%), followed by users of general programs and utilities such as word processing, examination preparation, and computer literacy programs (31%). The third most frequently used field was computer science (10%), and the number of users in the humanities was 4%. The paper concludes with suggestions for classroom teachers and curriculum designers for improving computer programs. (DJR)

ED 278 438 JC 870 056

Filurin, Ellen; And Others
Achieving Institutional Consensus on Strategic Planning.

PUB DATE- Dec 86
NOTE- 18p.; Paper presented at the Annual Conference of the Council for Advancement and Support of Education (3rd, Alexandria, VA, December 9-11, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; Community Colleges; Educational Assessment; Educational Development; Educational Strategies; Institutional Mission; *Long Range Planning; Organizational Objectives; *Participative Decision Making; Two Year Colleges
IDENTIFIERS- *Chicago Citywide College IL

In January 1986, Chicago City-Wide College (CCWC) began to revitalize its strategic planning process, striving from the outset to achieve institutional concensus during each phase of the effort. Before the strategic planning process could be implemented, the components of a strategic planning model had to be identified. An ad hoc planning committee of administrators, faculty, and staff identified the critical components of a strategic planning model: an institutional data base; statements of institutional identity, institutional direction, departmental mission, college goals, and departmental objectives; individual performance plans; a budget; and ongoing evaluation. Once these elements were identified, CCWC staff began to develop an implementation plan, which involved the following steps: (1) convincing faculty and staff of the need for a manageable and equitable process for budgetary and programmatic decision making; (2) selecting and training planning facilitators; (3) reviewing the existing external database and determining information needs; (4) involving the director of research and evaluation, the business office, key administrators, and faculty in the identification of appropriate data sources and methods of compiling statistics; (5) convening college-wide retreats and mini-retreats to achieve consensus on statements of institutional mission, direction, and long-range goals; (6) developing objectives for and by each college unit; and (7) relating planning directly to budgeting. (LAL)

ED 278 466 JC 870 104

Contours of Change: A Working Vision for the California Community Colleges to the Year 2000.

California Community Colleges, Sacramento. Office of the Chancellor.; Western Association of Schools and Colleges, Aptos, CA. Accrediting Commission for Community and Junior Colleges.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Planning; *Community Colleges; Demography; Educational Change; *Educational Trends; *Futures (of Society); *Long Range Planning; Policy Formation; Resource Allocation; *Statewide Planning; Trend Analysis; Two Year Colleges
IDENTIFIERS- *California

Designed to help those who plan and allocate resources for California's community colleges in evaluating future trends and identifying responsible policy directions, this report seeks to: (1) describe present and future trends and their variations within California; (2) determine the applications of those trends for community colleges; (3) identify alternative planning directions for community colleges; and (4) determine those directions that most fully maximize the community college's future contributions. Each chapter of the report states a premise, examines data and trends supporting that premise, and considers implications for community colleges. Chapter 1 focuses on anticipated changes in the demographics and lifestyle of Californians. Chapter 2 concentrates on issues related to societal complexity and changing social values, changing skill requirements and skills obsolescence, and demands for increased productivity. After chapter 3 considers the variations among California communities, chapter 4 looks at the effects of the information and technology revolution on education and learners. Chapter 5 examines the question of educational quality in the context of change, and chapter 6 addresses institutional renewal as an essential response to rapid change. Finally, chapter 7 tries to project the future course of the state's economy and to examine its impact on the funding of community colleges. A four-page list of source documents that provide the basis for trends cited in "Contours of Change" concludes the document. (EJV)

ED 278 317 HE 019 999

Hearn, James C.; And Others

Targeted Subsidization of Postsecondary Education Enrollment in Minnesota: A Policy Evaluation.

Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.; Minnesota Univ., Minneapolis. Office of the Vice President for Academic Affairs.
REPORT NO.- CURA-85-9
PUB DATE- 85
NOTE- 156p.
AVAILABLE FROM- University of Minnesota, Center for Urban and Regional Affairs, 330 Humphrey Center, 301 19th Avenue, Minneapolis, MN 55455.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Aspiration; *College Attendance; *College Choice; Dependents; *Enrollment Influences; Family Income; High School Students; Postsecondary Education; Public Policy; Questionnaires; Self Supporting Students; *State Aid; Student Costs; *Student Financial Aid; *Tuition
IDENTIFIERS- *Minnesota

The impact of a new policy in Minnesota that raised college tuition while also increasing state student aid funding was studied. A literature review examines the influence of economic, psychological, sociological, and cultural factors on student attendance patterns. In addition to access, choice, and persistence, the study considered educational expectations and plans as important aspects of college attendance. Specific concerns were: (1) whether financial factors affected high school juniors' plans to attend college; (2) actual enrollment; (3) college choice; and (4) the quality of aid packages for needy students. The study utilized data gathered about high school juniors in 1979, 1981, and 1983 via the Students Plans and Background Survey of the Minnesota Post-High School Planning Program (the base number for each cohort was 1,000 students). Follow-up data were obtained from 400 students per cohort via questionnaire/telephone survey. Results include the following: (1) financial factors appeared to negligibly influence the college plans and expectations of high school students; (2) high school achievements and previous expectations for college attendance were the most influential enrollment influences; (3) while financial issues did influence college choice, academic factors were primary influences; and (4) the adequacy of aid packages for independent students declined. Numerous tables and figures and an eight-page reference list are provided; study questionnaires are appended. (SW)

DeBloois, Michael; And Others
Effectiveness of Interactive Videodisc Training: A Comprehensive Review. The Monitor Report Series.
Future Systems, Inc., Falls Church, VA.
PUB DATE- 84
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Learning; Andragogy; Computer Software; Computer Software Reviews; Educational Technology; *Instructional Design; Instructional Effectiveness; *Instructional Improvement; *Interactive Video; Learning Theories; Literature Reviews; Prediction; *Videodisks

This report focuses on and suggests ways of using instructional technology to provide better education/training delivery systems, especially the use of interactive videodiscs. The first chapter discusses the need for technology-based training; describes the computer interface components, functions, and characteristics of interactive videodisc systems; considers the theoretical principles involved in designing instruction to enhance learning; provides a historical perspective on the development of interactive videodiscs including the names of companies that were forerunners in the field; and lists current interactive videodisc manufacturers. Citing information from an extensive literature review of conceptual reports and experimental studies, the second chapter discusses future instructional uses of interactive videodiscs; the purchasing and integration of hardware components into workable systems; and the development and pilot testing of software programs. The chapter concludes with five general statements about interactive videodisc systems. The discussion of instructional design for adult learners in the third chapter includes information on the learning process and four phases of development peculiar to adults. The last chapter summarizes the potential uses of interactive instruction and notes factors that may inhibit its use in education. A list of the literature cited is provided. (DJR)

ED 278 481 PS 016 276

Clarke-Stewart, K. Alison

Evolving Issues in Early Childhood Education.

PUB DATE- 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Early Childhood Education; Educational History; *Educational Trends; *Research Needs; *Research Problems
IDENTIFIERS- *Educational Issues

This paper describes issues in early childhood education that were most pressing 5, 10, 15, and 20 years ago, indicates whether these have been resolved, and outlines issues now considered urgent. In 1967, the most salient issues were the following: How important is early childhood for education? When should early education begin? Can early education compensate for childhood experiences at home? Are the effects of early education permanent? In 1972, the central issue was what kind of early educational program is best? By 1977, the most pressing issues had shifted to the following: How can early education be done most efficiently and cheaply? Is parent education the answer? How does parent education work? In 1982, a new issue had arisen: What are the effects of full-time day care on preschool children's development? Today, the most pressing new issues seem to be: How can we maximize the fit between programs and participants? What are the implications of the superbaby trend? What are the effects of day care on infants' development? A plea is made for research studies to be conducted that will address these urgent issues. (Author/RH)

ED 278 568 SE 047 744

Blosser, Patricia E.
The Preparation of Teachers for Middle School Science.
PUB DATE- Sep 86
NOTE- 18p.; Paper presented at the United States-Japan Seminar on Science Education (Honolulu, HI, September, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Elementary School Science; Higher Education; *Inservice Teacher Education; *Middle Schools; *Preservice Teacher Education; Professional Associations; Science Education; Science Instruction; *Science Teachers; *Student Characteristics; Teacher Characteristics

The middle school years have been identified as a crucial period in the development of students' scientific understanding skills and attitudes. Likewise, the preparation of middle school science teachers is considered to be of critical importance. This paper focuses on current conditions and essential needs related to science education at the middle school level. A listing is provided of the variables that are believed to contribute to the problematic situation at the middle school level. Topics addressed include: (1) the middle school (highlighting its historical development and organizational patterns); (2) middle school students (describing the characteristics and needs of this age group); (3) characteristics of middle school teachers (noting desirable competencies and personal characteristics); (4) some variables that compound the staffing problem (using Ohio as an illustration of certification concerns); (5) role of professional organizations (discussing standards and guidelines for teacher preparation programs); (6) preservice preparation (focusing on problems and possible approaches); and (7) inservice education (reviewing needs and priorities). A list of 23 references are included in the bibliography. (ML)

ED 278 199 EC 191 766

Una Guia para Los Padres sobre La Educacion Especial: El Derecho de Su Hijo(a) a Adquirir una Educacion en el Estado de Nueva York (A Parent's Guide to Special Education: Your Child's Right to an Education in New York State).

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

PUB DATE- Apr 86

NOTE- 122p.; Spanish translation of "A Parent's Guide to Special Education"; see ED 275 105.

LANGUAGE- Spanish

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Disabilities; Due Process; Elementary Secondary Education; Handicap Identification; *Individualized Education Programs; *Parent Participation; *Parent Role; *Parent Teacher Cooperation; Program Development; Program Implementation; Referral; *Special Education; State Programs; Student Evaluation; Student Rights

IDENTIFIERS- *New York

This guide provides information to help parents of special needs children in New York become active partners in the planning and implementation of special education programs. The first part of the guide provides in-depth information related to the special education process in New York State public schools. A historical view of children's rights to an appropriate education and overviews of the regular and special education processes in New York are presented. A chart explains the seven steps of the special education process: (1) referral; (2) evaluation; (3) recommendation; (4) implementation; (5) planning conference; (6) annual review; and (7) triennial evaluation. Time lines required for the seven-step process are discussed. Information is also presented on due process, the procedures used to protect children's rights to a free appropriate public education, and preparing children for future education and employment opportunities. Part II serves as a practical guide which complements Part I and provides specific suggestions for parent participation in an effective partnership with school personnel. Additionally, information is provided on frequently used acronyms (such as IEP--Individualized Education Program) and resources available through the Office for Education of Children with Handicapping Conditions (early childhood directions centers, special education training and resource centers, regional offices, and an information checklist). (CB)

ED 278 213 FL 016 175

van Essen, A. J.; And Others
Types of Grammatical Rule and Grammatical Achievement.
PUB DATE- Apr 86

NOTE- 45p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (20th, Brighton, England, April 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Style; Comparative Analysis; Correlation; Curriculum Development; Difficulty Level; *Dutch; *English (Second Language); *Grammar; High Schools; High School Students; Instructional Materials; *Language Tests; Learning Strategies; Material Development; Morphology (Languages); Second Language Instruction; *Second Language Learning; Syntax; Test Reliability; Test Validity; Uncommonly Taught Languages

A Dutch study of the relationship between different student cognitive styles and foreign language achievement focused on the development and analysis of a grammar test for English as a second language. The test consists of ten subtests requiring the student to manipulate aspects of English syntactic, morphosyntactic, and morphological structure. Variables in the administration of the test were also examined. An analysis of achievement on the subtests led to these conclusions about the relationship of grammar achievement to grammatical rules for native Dutch-speaking learners of English: (1) syntactic rules are generally more difficult than morphosyntactic and morphological rules; (2) it is difficult to tell whether open or closed systems present more learning difficulty; (3) open systems are more difficult than a mixture of open and closed systems, but no general observation can be made about closed vs. mixed open/closed systems; and (4) no general statement can be made about the relative difficulty of morphosyntactic and morphological rules. The study concludes that the results could be used to improve instructional materials and makes some suggestions for classroom emphasis of certain aspects of grammar. Appendixes include a copy of the test and related data tables. (MSE)

ED 278 228 FL 016 360

Takala, Sauli
Contextual Considerations in Communicative Language Teaching.
PUB DATE- 83
NOTE- 11p.; In: Savignon, Sandra J., Ed. and Berns, Margie S., Ed. Communicative Language Teaching: Where Are We Going? Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1983; see FL 016 358. Figures on pages 5, 6, and 9 contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Communicative Competence (Languages); *Curriculum Design; *Curriculum Development; *Educational Change; Elementary Secondary Education; Expectation; Foreign Countries; Instructional Materials; *Second Language Instruction; Teacher Education; Testing
IDENTIFIERS- *Finland

Ten years of intensive research and development in foreign language teaching in Finland have resulted in a foreign language curriculum with a communicative orientation and textbooks to accompany it. Another outcome of this work was a realization of the complexity of language teaching, which led to models of the language teaching process. One such model illustrates the complex interdependence of the curriculum, available teaching materials, teacher training, expectations of various interest groups, testing, and the organization of the school system. If all of these elements have a similar orientation, the conditions for change are optimal. (MSE)

ED 278 259 FL 016 398

Snow, Marguerite Ann
Common Terms in Second Language Education.
California Univ., Los Angeles. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ER2
PUB DATE- 86
NOTE- 18p.
CONTRACT- 400-85-1010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Bilingual Education Programs; Definitions; Elementary Education; English (Second Language); FLES; Glossaries; *Immersion Programs; Limited English Speaking; Program Design; *Second Language Instruction; Second Language Programs; *Teaching Methods; *Vocabulary

This glossary defines terms commonly used in second language education, including the subfields of foreign language education, bilingual education, and English as a second language. Its purpose is to minimize confusion about the use of the terms. The terms include: language/linguistic majority student; language/linguistic minority student; limited English proficient; non-English proficient; English-only; fluent English proficient; English as a second language (ESL); English as a foreign language (EFL); bilingual education; transitional bilingual program; maintenance bilingual program; pull-out program; foreign language in the elementary school (FLES); foreign language experience (FLEX); immersion education; early partial immersion; delayed immersion; late immersion; double immersion; structured immersion; two-way bilingual immersion; sheltered instruction; the Natural Approach; Community Language Learning (CLL) or Counseling Learning; Total Physical Response (TPR); Suggestopedia; Silent Way; and content-based instruction. (MSE)

ED 278 274 FL 016 432

Hakuta, Kenji; And Others
Bilingualism and Cognitive Development: Three Perspectives and Methodological Implications.
California Univ., Los Angeles. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- TR2
PUB DATE- 86
NOTE- 63p.
CONTRACT- 400-85-1010
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bilingual Education Programs; *Bilingualism; Case Studies; *Cognitive Development; *Cognitive Psychology; Definitions; Educational Research; Intellectual Disciplines; Intelligence Tests; Interdisciplinary Approach; Language Proficiency; Language Research; Minority Groups; Research Methodology; *Research Problems; *Social Psychology; *Sociology
IDENTIFIERS- Connecticut (New Haven)

The relationship between bilingualism and cognitive development is explored as an exemplary area in which the disciplinary concerns of cognitive psychology, social psychology, and sociology occur together. A historical review of research shows that many of the apparently contradictory findings about the effects of bilingualism on mental development have stemmed from a failure to distinguish between levels of bilingualism as defined by the three different research orientations. The literature within each of the disciplines is discussed and the implications for a more rigorous definition of bilingualism are outlined, based on research undertaken in a bilingual education program in New Haven, Connecticut. Sixty-nine references are listed. (Author/MSE)

ED 278 288 HE 019 886

Regulatory Mechanisms for Nursing Training and Practice: Meeting Primary Health Care Needs. World Health Organization Technical Report Series No. 738. Report of a WHO Study Group.
World Health Organization, Geneva (Switzerland).

REPORT NO.- ISBN-92-4-120738-8
PUB DATE- 86
NOTE- 77p.
AVAILABLE FROM- World Health Organization Publications Center, 49 Sheridan Avenue, Albany, NY 12210.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accrediting Agencies; *Certification; Community Health Services; Federal Legislation; *Federal Regulation; Foreign Countries; Higher Education; Laws; Licensing Examinations (Professions); *Nursing; *Nursing Education; Policy Formation; *Primary Health Care; Professional Continuing Education; Public Health; Public Policy; State Legislation; *State Licensing Boards
IDENTIFIERS- *World Health Organization

A report on laws and regulations governing nursing education and practice in 81 countries belonging to the World Health Organization and effects on primary health care is presented by an international group of experts. Suggestions for training and licensure are provided to national governments and nursing regulatory bodies to promote the goal of achieving "health for all" through primary health care. Four roles of the primary health care nurse are considered: direct care provider, educator of health personnel and the public, supervisor/manager of primary health care services, and health care researcher/evaluator. Attention is also directed to: nursing tasks in primary health care, basic and continuing nursing education for primary health care, legal barriers to nursing training and practice, legislative strategies to expand nursing functions, assessing a country's health needs, and developing policy and legislation. Recommendations are offered for: regulating nursing education; redesigning educational programs; regulating nursing functions; and strengthening nursing boards, the role of national nursing organizations, and the role of WHO. (SW)

ED 278 303 HE 019 970

Defining College-Level Skills. Report of the Task Force on Definition of College-Level Skills.
Minnesota Higher Education Coordinating Board, St. Paul.
PUB DATE- 15 Jan 86
NOTE- 86p.
AVAILABLE FROM- Minnesota Higher Education Coordinating Board, Suite 400, 550 Cedar Street, St. Paul, MN 55101.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Articulation (Education); *College Preparation; *College Programs; Definitions; Higher Education; High Schools; *Mathematics Skills; Reading Instruction; *Reading Skills; *Writing Skills
IDENTIFIERS- *Minnesota

Recommendations concerning the reading, writing, and mathematics skills that are needed by students entering degree programs in Minnesota postsecondary institutions are offered by a Minnesota Higher Education Coordinating Board task force. In addition to describing reading skills that students need for most college degree programs, conditions under which degree credit may be appropriate for college reading instruction are addressed. Recommendations concerning high school and postsecondary instruction in reading are presented. Writing skills are also described, along with applications of those skills that typify the college student's experience. Writing expectations and standards at high school and college are distinguished, and recommendations are offered to improve students' readiness to develop college-level writing skills. Specific mathematics competencies for college study are listed, and suggestions to improve the teaching of these skills at high school are made. Appended are three typical reading assignments in college literature, social science, and science courses, as well as recommendations of national agencies concerning mathematics. (SW)

ED 278 332 HE 020 020

Agreement between the Board of Trustees of the California State Universtiy and the California Faculty Association. Unit 3--Faculty. August 16, 1983-June 30, 1986.

California Faculty Association.; California State Univ., Sacramento. Board of Trustees.; National Education Association, Washington, D.C.

PUB DATE- 16 Aug 83
NOTE- 131p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Athletic Coaches; *Collective Bargaining; *College Faculty; *Contracts; Department Heads; *Employment Practices; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Librarians; Program Termination; *State Universities; Teacher Discipline; Teacher Salaries; Tenure; Unions
IDENTIFIERS- California Faculty Association; *California State University; Financial Exigency; National Education Association; *NEA Contracts; Personnel Files; Union Rights

The collective bargaining agreement between the Board of Trustees of the California State University and the California Faculty Association chapter (18,000 members) of the National Education Association (NEA) covering the period August 16, 1983-June 30, 1986 is presented. Items covered in the agreement include: unit recognition; definitions; academic freedom; governance; nondiscrimination; affirmative action; management rights; meet and discuss procedure; grievance and arbitration procedure; personnel files; temporary and probationary appointments; tenure amd promotion; periodic evaluations and performance review; staff reduction for program discontinuance and financial exigency; temporary suspension; reprimands and disciplinary procedure; nontenure track members; department head selection and review; assignment of responsibility for faculty, librarians, and coaching faculty; workload; leaves of absence with and without pay; sick leave; professional development; faculty early retirement program; merit pay; benefits and holidays; outside employment; unit rights; NEA payroll deductions; no strike clause; working conditions and safety; and academic support services. Salary schedules by rank are included. (SW)

ED 278 398 IR 051 757

Naulty, Deborah
Excellence in Library Management.
PUB DATE- Jun 86
NOTE- 8p.; Paper presented at the Annual Conference of the Special Libraries Association (77th, Boston, MA, June 7-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Employer Employee Relationship; *Library Administration; *Library Personnel; *Library Services; Library Standards; *Organizational Development; *Organizational Effectiveness; Organizational Objectives; *Staff Development; User Satisfaction (Information)
IDENTIFIERS- *Excellence

By emulating traits of high-performing corporations such as those described in the book "In Search of Excellence," the library/information profession can also reach the goal of excellence. Attributes characterizing excellent companies include exhibiting a bias for action; maintaining quality service through closeness to the customer; encouraging creativity by giving employees more autonomy; achieving productivity through people by showing respect for all employees as individuals; adopting and applying a basic philosophy; and finally, maintaining a balance between firm control and maximum individual creativity. Application of these universal policies for sound management, maintenance of active involvement and use of imagination can make excellence possible in the information world. (KM)

ED 278 412 IR 051 773

Snoke, Helen Lloyd; Loup, Jean L.
Comparison of Approval Plan Profiles and Supplementary Collection Development Activities in Selected ARL Libraries. A Report to the Council on Library Resources.

Michigan Univ., Ann Arbor. School of Information and Library Studies.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- Nov 86
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; Interviews; *Library Collection Development; *Library Collections; Library Expenditures; Library Surveys; Philosophy; Political Science; Questionnaires; *Research Libraries; Shared Library Resources; User Needs (Information)
IDENTIFIERS- *Approval Plans; *Association of Research Libraries; Blackwell North America

This study was conducted to learn the extent to which member institutions of the Association of Research Libraries (ARL) with Blackwell North America (B/NA) approval plans covering philosophy and political science are duplicating collections, and to determine what supplementary collection development practices are being used. Initial data were collected from 28 ARL member libraries that submitted profiles listing subject and non-subject parameters covering the subjects of philosophy and political science; additional data were collected by means of telephone interviews conducted with one or more respondents from each of the libraries and questionnaires completed by 25 of the libraries. It is concluded that the libraries studied use approval plans to a varying extent to meet the needs of their institutions' curriculum and to acquire core collections; that a variety of supplementary collection practices are being used; that size of collection and size of materials budget are apparently related to the breadth of variety reported; and that, although resource sharing is recognized as desirable in concept, it is not practiced extensively. Statistical data are presented in 10 tables and 1 bar chart; and appendices include the letter soliciting library profiles, the survey proposal and questionnaire, a telephone interview response sheet, and a listing of selections of the non-subject parameters reported by the libraries studied. (KM)

Chitty, Mary; Gelb, Linda
Quality Assurance and Online Searching: Empowering the Searcher.
PUB DATE- 11 Jun 86
NOTE- 7p.; Paper presented at the Annual Meeting of the Special Libraries Association (77th, Boston, MA, June 7-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Problems; *Information Services; *Online Searching; Online Vendors; *Quality Control; *User Satisfaction (Information)
IDENTIFIERS- New England Online Users Group; *Troubleshooting

Since 1982, the Quality Assurance Committee of the New England Online Users Group (NENON) has focused on communicating online searchers' problems to system vendors and database producers, primarily by distributing check-off and fill-in-the-blank forms to NENON members, collecting and tabulating the forms, and forwarding them to the vendors and producers once a year. Although individual problems are often perceived to be minor or transitory, collectively they add up to significant frustration and inconvenience. Guidelines for diagnosing system problems and an easy, efficient way to systematically report both system problems (e.g., noisy lines, system disconnects, lost search strategies, slow response times, and inability to logon or reconnect) and errors in database records enable searchers to respond more appropriately and take constructive action. Moreover, feedback from other user groups would contribute to the collective clout of online searchers. By taking responsibility for communicating these issues to the vendors, online searchers should be able to improve online services and retain more control over their use of the services. Troubleshooting guidelines and a NENON Quality Assurance Trouble Report form are included. (KM)

ED 278 453 JC 870 087

Ault, A. Brian

Anne Arundel Community College Image and Community Educational Needs Study.

Anne Arundel Community Coll., Arnold, Md.

PUB DATE- Jan 87

NOTE- 35p.; Conducted under the aegis of the Center for the Study of Local Issues (CSLI).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Community Attitudes; Community Colleges; Community Surveys; *Educational Attitudes; *Educational Needs; *Institutional Advancement; Institutional Evaluation; Public Relations; Questionnaires; Student Attitudes; Two Year Colleges

A telephone survey of 286 Anne Arundel County residents was conducted to determine community perceptions of Anne Arundel Community College (AACC), as well as the respondents' plans for education and training in the near future. Study findings included the following: (1) the respondents rated the reputation of AACC higher than most state universities, community colleges, and proprietary schools in the area, with only one school (one of the state universities) receiving a higher rating; (2) AACC was the school most likely to have been recognized by respondents, followed by the state universities; (3) when 15 factors often considered when deciding to attend a college were rated with regard to perceived level of importance, the five factors with the highest rankings were "well-qualified professors," "highest academic standards," "opportunities to enhance job," "offers classes at a variety of times," and "has an image of academic excellence"; (4) when asked to evaluate AACC for the same 15 factors, respondents rated the college most highly in the areas of "classes offered at a variety of times," "convenient to reach from my home," "well-qualified professors," "has good general reputation," and "opportunities to enhance job"; and (5) respondents with no personal experience of AACC rated the college higher on 9 of the 15 items. The survey instrument is included. (EJV)

ED 278 496 PS 016 299

Three, Four, Open the Door.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- ISBN-88315-699-7

PUB DATE- 86

NOTE- 344p.; Photographs may not reproduce clearly.

AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston Street, Room 613, Brooklyn, NY 11201 ($12.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Administrators; Child Abuse; *Classroom Design; Disabilities; Early Experience; *Educational Environment; Formative Evaluation; Guidelines; Health; Limited English Speaking; Literacy Education; Multicultural Education; Nutrition; Parent Participation; *Preschool Curriculum; Preschool Education; Program Descriptions; Program Evaluation; Record Keeping; Sex Fairness; Social Services; Special Education; *Student Adjustment; *Teacher Role; *Teamwork

IDENTIFIERS- Screening Procedures

Aid to teachers planning and implementing a child-centered prekindergarten program is offered in this comprehensive guide. After a brief introduction, sections of the guide (1) address the topics of separation and adjustment; (2) present sample room arrangements and suggest ideas for management routines, scheduling, planning, and ordering of materials; (3) explore the role of the educator in guiding children's growth and development through verbal and non-verbal interactions; (4) focus on the prekindergarten team, offering suggestions for promoting professional development as well as a guide to classroom assessment for administrators; (5) discuss the structure of a stimulating, supportive learning environment, highlighting early language experiences and including discussions of children with limited English proficiency, special needs, the multicultural/nonsexist classroom, and over a dozen individual interest areas; (6) discuss ways of increasing parent participation; (7) discuss the physical and nutritional needs of young children and their families, indicating the kinds of social and health services available to them, and discussing child abuse identification and intervention; (8) describe assessment techniques for teachers with particular attention to periodic staff review; (9) delineate the scope of the prekindergarten program and indicate developmental skills to be acquired by prekindergarten children; and (10) offer a bibliography of recommended books for children, parents, and teachers, plus a compilation of professional organizations and journals. The guide is profusely illustrated with line drawings and black and white photographs. A form that practitioners may use to evaluate the guide is appended. (RH)

ED 278 511 PS 016 340

Elementary Course of Study.

Nevada State Dept. of Education, Carson City.

PUB DATE- 84
NOTE- 66p.; Printed on colored paper. Photographs will not reproduce clearly.
AVAILABLE FROM- Nevada Department of Education, 400 West King, Capitol Complex, Carson City, NV 89710 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Art Education; Computer Literacy; *Educational Objectives; Elementary Education; *Elementary School Curriculum; Health; Kindergarten; Language Arts; Mathematics Instruction; Music Education; Physical Education; Reading Instruction; Science Instruction; Social Studies; State Curriculum Guides; *State Standards
IDENTIFIERS- *Mandatory Programs; *Nevada

Designed to meet legislative requirements of the state of Nevada, the course of study for elementary school students presented in this guide establishes common goals for average students, which are to be adopted and followed by each school district. The course offers a foundation upon which local school districts can build curricula that are responsive to local needs. Standards included in the course concern instruction in reading, language arts, social studies, mathematics, science, art, music, health, physical education, and computer literacy. Each subject area is discussed in three sections. The first section provides a rationale that addresses the value of and need for the subject area. The second section provides an overview of the program which is designed to guide school personnel in the development of courses and curricula. The third section states specific, mandatory objectives for incorporation into elementary school curricula so that they are met by the end of kindergarten and of grades three, six, and eight. Where relevant, a fourth section is added which provides for special features, including unique program characteristics that are important but not required because they are not uniformly appropriate for all districts. The text is illustrated with black and white photographs. (RH)

ED 278 538   SE 047 698

Swigert, Janet L.
Creating an Atmosphere of Intellectual Development in the Middle School Science Class.
PUB DATE- Jun 86

NOTE- 43p.; Exit Project, Indiana University, South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Abstracts; *Academic Achievement; *Cognitive Development; Elementary Education; *Elementary School Science; Learning Strategies; Literature Reviews; *Middle Schools; *Piagetian Theory; Science Education; *Science Instruction; Skill Development; Teaching Methods
IDENTIFIERS- *Science Education Research

A review of the research on the cognitive development of middle school students is presented and ways of promoting intellectual growth in middle school science classrooms are offered. The annotations in this review are organized into four sections. The first part focuses on the research on the cognitive development of the middle school student. The relationship of cognitive development to students' science achievement is discussed in the second part. The third section investigates the possibility of fostering intellectual development within science classrooms by reviewing studies that have tried to determine the instructional methods needed to encourage intellectual development. The final section of the annotations discusses techniques that aim to promote students' intellectual development. A glossary of 20 terms is included. A synthesis of the studies, the implications for instruction, specific recommendations, and a bibliography are also provided. (ML)

ED 278 553 SE 047 717

Suydam, Marilyn N., Ed.; Kasten, Margaret L., Ed.
Investigations in Mathematics Education. Volume 19, Number 3.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
PUB DATE- 86
NOTE- 75p.
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. subscription, $8.00; $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- Calculators; Cognitive Processes; Educational Games; Educational Research; Elementary Secondary Education; Grouping (Instructional Purposes); Logical Thinking; *Mathematics Achievement; *Mathematics Education; *Mathematics Instruction; Measurement; Multiplication; *Research Methodology; *Research Reports; Teacher Effectiveness; *Teaching Methods; Vertical Organization
IDENTIFIERS- *Mathematics Education Research; Mental Computation

This issue of the journal contains abstracts and critical comments for ten published reports of research in mathematics education. The reports concern teaching probability and estimation of measurements through microcomputer games, mental addition, use of calculators at the intermediate level, logical reasoning hierarchies, two approaches to the development phase of instruction, subject matter knowledge of teachers and their classroom behaviors, verbal disagreements during small-group learning, eighth-grade achievement in the Second International Mathematics Study, high school achievement and its relationship to teaching in earlier grades, and the acquisition of basic multiplication skills. Research references from the Current Index to Journals in Education (CIJE) and Resources in Education (RIE) for January through March, 1986 are also listed. (MNS)

ED 278 583 SO 017 671

Girls and Women in Education: A Cross-National Study of Sex Inequities in Upbringing and in Schools and Colleges.

Organisation for Economic Cooperation and Development, Paris (France).

REPORT NO.- ISBN-92-64-12865-4
PUB DATE- 86
NOTE- 191p.
AVAILABLE FROM- OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave. N.W., Washington D.C. 20006-4582.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- *Educational Opportunities; Elementary Secondary Education; *Equal Education; Foreign Countries; Global Approach; Higher Education; *School Role; Sex Bias; *Sex Discrimination; Sex Stereotypes; Social Influences; Socialization; *Teacher Role; *Womens Education
IDENTIFIERS- Organisation for Economic Cooperation Development

This report examines how far Organisation for Economic Co-operation and Development (OECD) countries have come towards realizing equality between the sexes in education and the factors that facilitate or hinder progress in this regard. The report examines students in the formal education system of schools and colleges and reviews research findings on factors contributing to sex inequalities in education. The book is organized into two parts. Part 1 is titled "The Nature of Sex Differences in Learning and Education" and has three chapters. Chapter 1, "The Female Experience of Schools and Colleges: A Descriptive Overview," describes the strides made in higher levels of female enrollments and the inequalities that remain; chapter 2, "Sex Differences in Early Socialization and Upbringing and Their Consequences for Educational Choices and Outcomes," discusses traditional sex roles, how different socialization agents reinforce each other, and different ways in which schools and teachers contribute to this process; and chapter 3, "The Development of Sex Stereotyped Attitudes Among Boys and Girls: Different Models of Their Origins and Their Educational Implications," examines three models of the origins and development of sex differences in attitudes and educational attainment. Chapters 1 and 3 include extensive bibliographies. Part 2 of the report provides statistical evidence in the form of tables. (KWL)

ED 278 243 FL 016 376

Gillespie, Junetta B.
Self-Produced Videotapes in Second Language Instruction.
PUB DATE- 85
NOTE- 7p.; In: Gillespie, Junetta B., Ed. Video and Second Language Learning. Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1985; see FL 016 373.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- College Students; Communication Skills; Communicative Competence (Languages); Higher Education; Interactive Video; Language Laboratories; Learning Activities; Learning Modules; Listening Comprehension; Second Language Instruction; Second Language Learning; *Student Developed Materials; Student Role; *Teacher Developed Materials; *Videotape Recordings
IDENTIFIERS- University of Illinois Urbana Champaign

The University of Illinois' Language Learning Laboratory began the process of developing its own videotape materials in 1979 with limited resources. Interest grew gradually among faculty and the graduate teaching staff, who generally designed and produced their own materials and then shared them with colleagues. A wide variety of tapes has been produced, including video to accompany a teacher-written text, modules based on specific language functions, dialogs for listening comprehension, a tape about francophone Africa using the accents and performances of foreign graduate students, special lesson materials, student-produced English as a second language materials, a cabaret performance, class skits, taped lectures, and special event tapes. Other projects are planned, including tapes of native French speakers demonstrating functional language uses and an interactive computer-videotape lesson. The program has shown that self-produced tapes add interest and spontaneity to classroom language learning, can be individualized, can be produced inexpensively, are easily and productively improvised, may be used by different teachers for different purposes, may be made more authentic with native speakers, can save materials research time, and can be edited and used in any way desired. (MSE)

ED 278 346 HE 020 034

Collective Bargaining Agreement between Board of Trustees of the University of Massachusetts and the Massachusetts Society of Professors, Faculty Staff Union, MTA/NEA, July 1, 1983-June 30, 1986.

Massachusetts Univ., Amherst.; National Education Association, Washington, D.C.

PUB DATE- 1 Jul 83
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; Day Care; *Employment Practices; Faculty Promotion; Faculty Workload; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Librarians; Part Time Faculty; Personnel Policy; *State Universities; Teacher Discipline; Teacher Dismissal; Teacher Responsibility; Teacher Salaries; Tenure; Unions
IDENTIFIERS- Agency Fees; Dues Checkoff; Faculty Reappointment; Massachusetts Teachers Association; National Education Association; *NEA Contracts; Personnel Files; Union Rights; *University of Massachusetts

The collective bargaining agreement between the Board of Trustees of the University of Massachusetts and the Massachusetts Society of Professors, Faculty Staff Union (1,643 members) of the National Education Association, covering the period July 1, 1983-June 30, 1986 is presented. Items covered in the agreement include: unit recognition, affirmative action, management and union rights, dues checkoff, agency fee, academic freedom, consultation, tenure, faculty roles and responsibilities in academic and personnel matters, faculty personnel standards and procedures, appointment and reappointment, faculty workload, failure to perform minimum assigned duties, suspension and termination for disciplinary reasons, working conditions, librarians, part-time faculty, retrenchment, no strike clause, personnel files, grievance procedure, salaries, supplemental compensation, child care, seniority for administrative service, and annual evaluation of full-time faculty. (SW)

ED 278 384 IR 012 518

Teachers' Views on Computer Use in Elementary and Secondary Schools.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CS-86-228b
PUB DATE- Nov 86
NOTE- 7p.
AVAILABLE FROM- Center for Statistics, 555 New Jersey Ave., NW, Washington, DC 20208-1302.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; Computer Software; *Computer Uses in Education; Elementary Secondary Education; Inservice Teacher Education; Instructional Program Divisions; National Surveys; Private Schools; Public Schools; *Teacher Attitudes; Teaching Methods; *Use Studies
IDENTIFIERS- *School Utilization Study

This report presents the results of the School Utilization Study (SUS) sponsored by the Center for Statistics and the Corporation for Public Broadcasting in 1982-83, which surveyed a sample of 2,700 teachers from schools across the nation to obtain information both on ways in which computers are being used by teachers in public and private schools, and on teachers' attitudes and opinions about the effectiveness of computers. To compare and contrast these findings, relevant information from outside studies is also summarized. The details of the findings are organized under: (1) "How Computers Are Being Used by Teachers," which summarizes most frequent usage by subject areas and grade levels; (2) "Teachers' Attitudes and Opinions about Computers," which cites teachers' desire for more training in computers, the need for more and better computer software, and problems with hardware and integrating the computers into subject areas; (3) "The Need for High Quality Software and Teacher Training," which indicates a need for more software in the areas of enrichment in specific subject areas, in computer literacy, and for challenging high achievers; and (4) "Methodology," which includes an overview of the study design and a discussion of the reliability of estimates of findings. Results of data analyses are highlighted in three tables. (DJR)

Burdick, Robert
Streamlining Student Search Materials: Developing a Plan.
PUB DATE- Dec 86
NOTE- 23p.; Paper presented at the Annual Conference of the Council for Advancement and Support of Education (3rd, Alexandria, VA, December 9-11, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Consultants; *Marketing; *Needs Assessment; Program Costs; *Program Development; *School Publications; *Student Recruitment; Two Year Colleges

An overview is provided of factors to be considered in assessing and improving the quality and effectiveness of a college's recruitment materials. Part 1 addresses the questions of how to and why assess the effectiveness of student search publications. This section compares various methods of conducting college surveys to determine students' perceptions of college publications (i.e., interviews with representative groups; in-class, mailed, or telephone surveys; and focus group research). Part 2 looks at the use of consultants in creating and carrying out a publications plan, highlighting areas in which consultants can be of particular value, the experiences of Johnson County Community College (Kansas), methods of selecting a consultant, the importance of finding a creative staff member to lead the publication redesign effort, and the establishment of good working relationships between all individuals working on the publications team. Part 3 outlines steps in developing a publications plan, including studies of student perceptions, gaining staff support and involvement, and establishing specific objectives. Finally, part 4 considers the cost of redesigning a publications program, presenting options for those with shoestring and moderate budgets. (LAL)

ED 278 467 JC 870 105

Evaluating Statewide Priorities. Revised August 1986.

California Community Colleges, Sacramento. Office of the Chancellor.; Western Association of Schools and Colleges, Aptos, CA. Accrediting Commission for Community and Junior Colleges.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- Aug 86

NOTE- 77p.; For the previous edition, see ED 250 043.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Accreditation (Institutions); College Role; *Community Colleges; *Evaluation Criteria; Evaluation Methods; *Governing Boards; *Institutional Evaluation; Self Evaluation (Groups); *State Standards; Two Year Colleges

IDENTIFIERS- *California; *Statewide Priorities

This handbook on evaluating statewide priorities is intended for use by those community colleges undertaking accrediting self-studies during 1986-87. The handbook contains (1) the suggested format for reporting the results of institutional self-evaluations; (2) statewide priorities, adapted from the Board of Governors' December 1983 policy statement on statewide community college mission; (3) guidelines and steps for evaluation; and (4) ten example analyses. Emphasizing outcomes measures, these examples use as a frame of reference trends over time, comparisons with other colleges, and comparisons with existing standards and norms. They describe hypothetical evaluations of ten priorities within the statewide mission statement of the Board of Governors; i.e., access, student assessment, program evaluation, transfer education, occupational education, liberal arts and general education, student services, remedial and basic skills education, noncredit continuing education, and community services. Appendices include a memorandum of understanding between the California Community College Board of Governors and the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and a summary of the analytical steps involved in self-evaluation. (EJV)

Mott, Frank L.
A View from the Cradle: Household and Parental Characteristics and Behaviors from the Perspective of Young Children.
Ohio State Univ., Columbus. Center for Human Resource Research.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Jun 86
NOTE- 84p.
AVAILABLE FROM- Center for Human Resource Research, Ohio State University, 650 Ackerman Road, Suite A, Columbus, OH 43202 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Day Care; Employment; *Family Characteristics; *Family Structure; Fatherless Family; Fathers; Longitudinal Studies; Parent Child Relationship; Parent Role; *Parents; Poverty; *Young Children
IDENTIFIERS- *Child Support

Using data from the 1984 (sixth wave) survey of the National Longitudinal Survey of Youth, this report describes the household structure and parental characteristics of about 4,400 children born to a national cross-section of American mothers 19 to 27 years of age. About 80 percent of the children were under 6 years of age and most of the rest were between 6 and 9 years old. The children were representative of the first 30 percent of all children born to a typical contemporary cohort of American women entering the childbearing years. In addition, the homes of the school-aged children were typical of the homes of younger elementary school students with adolescent mothers. The homes of subjects below school age were considered representative of the homes of a normal cross-section of children whose mothers were between 18 and 25 years old. Parental household structure was described in terms of father's presence or absence; relationships between household structure, employment, and poverty status; employment of selected household members; maternal employment; child care utilization; and poverty status. Patterns of contact with the father among children with absent fathers were described, along with characteristics of the 5 percent of children living with their fathers but not with mothers. (RH)

ED 278 525 RC 016 078

Indian Juvenile Alcoholism and Drug Abuse Prevention. Hearings before the Committee on Interior and Insular Affairs. House of Representatives, Ninety-Ninth Congress, First Session on H.R. 1156 to Coordinate and Expand Services for the Prevention, Identification, Treatment, and Follow-Up Care of Alcohol and Drug Abuse among Indian Youth, and for Other Purposes and H.R. 2624 to Authorize Programs for the Treatment and Prevention of Drug and Alcohol Abuse among Indian Juveniles.

Congress of the U.S., Washington, D.C. House Committee on Interior and Insular Affairs.

PUB DATE- 86
NOTE- 578p.; Serial No. 99-15, Part I. Some pages may not reproduce well due to small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; Alcohol Education; *Alcoholism; American Indian Education; *American Indians; *Children; Child Welfare; *Drug Abuse; *Drug Education; Elementary Secondary Education; Hearings; Prevention; Rehabilitation Programs; Tribes; Youth Problems; Youth Programs
IDENTIFIERS- Arizona; Congress 99th; New Mexico; South Dakota

Three hearings held in Arizona, New Mexico, and South Dakota provide individual statements and panel presentations on problems, programs, and proposals for prevention, identification, treatment, and follow-up care of alcohol and drug abuse among American Indian juveniles. The majority of witnesses are members of Indian tribes in the three states--Apache, Navajo, Papago, Sioux, Ute, and Winnebago tribes among others. Other witnesses include directors and consultants for alcohol/drug abuse prevention and treatment programs and community health programs serving Indians, officers of the Indian Health Service, and superintendents of Indian schools. The 65 witnesses describe problems of alcoholism and drug abuse among children and youth on their reservations and discuss related problems of domestic violence, parental alcoholism, and teenage pregnancy. Witnesses explain existing prevention/treatment programs, discuss inadequacies of funding and political support for alcohol/drug education programs and treatment facilities, and present proposals for improving existing programs and establishing new ones. The appendix contains additional material submitted by 54 tribal governments, communities, schools, health services, prevention/treatment programs, and intertribal organizations. (LFL)

ED 278 318 HE 020 000

Instructional Faculty Salaries for Academic Year 1984-85. OERI Bulletin, October 1986.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CS-86-325b
PUB DATE- Oct 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; Females; *Full Time Faculty; Geographic Regions; Higher Education; Males; National Surveys; Private Colleges; Public Colleges; Sex Differences; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- Higher Education General Information Survey

Salaries for instructional faculty for 1984-1985 are reported, based on data on 2,915 colleges and universities that responded to the Higher Education General Information Survey. A narrative summary of survey findings indicates that full-time faculty salaries continued to increase faster than inflation through the 1984-1985 academic year. Full-time instructional faculty on 9-month contracts earned an average salary (all academic ranks combined) of $30,400 in academic year 1984-1985, up 12% from the average of $27,200 2 years before. National data are presented on: average salaries by academic rank and sex for 1982-1983 and 1984-1985; average salaries by faculty rank and sex and institutional control and level; salaries by type of institution and state or region; and salaries by type of institution, faculty academic rank, and state/region. Separate tables are provided for the following institutional categories: all four-year colleges, all two-year colleges, all public colleges, public two-year colleges, public four-year colleges, all private colleges, private two-year colleges, and private four-year colleges. (SW)

ED 278 359 IR 012 460

Chandra, Peter

The Implementation of Computers in a Secondary School: A Case Study of Teachers' Perceptions about Computers in Teaching within the Social Organisation of a Comprehensive School. (A Condensed Report.)

Surrey Univ. (England).

PUB DATE- 84

NOTE- 91p.; A condensed version of a 380-page Ph.D. dissertation conducted at the Centre for Educational Studies, King's College, University of London.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)

DESCRIPTORS- *Adoption (Ideas); Case Studies; Change Strategies; *Computer Uses in Education; Foreign Countries; Interviews; Longitudinal Studies; *Microcomputers; *Program Implementation; School Surveys; *Teacher Attitudes

IDENTIFIERS- Kings College (England)

This technical report describes an in-depth study of the implementation of computers in a comprehensive school which had recently purchased 17 microcomputers. The study investigated the different factors that influenced the introduction of computers into the school at the teacher's level, the departmental level, and the school level. Analyses of data from interviews and questionnaires indicated that the actual implementation of computers was very much dependent upon the interplay of these various factors at the different levels. Although the responses of teachers from five departments--science, history, mathematics, geography, and business studies--covered a broad spectrum of views and opinions, barriers to computer use were generally seen to be lack of time for proper training, inadequate financial resources, and large classes. Favorable attitudes of department heads and appropriate leadership strategies were found to be essential in providing guidance to teachers. The provision of adequate technical and financial resources and expertise were seen to be the function of the school administration, and a rethinking of curriculum and how computer use could be integrated into various subjects were seen to be concerns at the national level. Suggestions for further research and 82 references are provided, and the table of contents of the Ph.D. dissertation is appended. (DJR)

ED 278 371 IR 012 482

Information Technology in FE: A Survey of IT Policy and of Current Practice in a Sample of Colleges. An Occasional Paper.

Further Education Unit, London (England).

REPORT NO.- ISBN-0-946469-11-3
PUB DATE- Apr 84
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Colleges; *Computer Software; Curriculum Design; Educational Development; Educational Policy; Foreign Countries; Higher Education; *Information Technology; School Districts; School Surveys; Staff Development; *Use Studies
IDENTIFIERS- *Great Britain

The key findings of a survey of 20 further education (FE) colleges in England and Wales that were actively engaged in developing their information technology (IT) expertise and resources show that: (1) many teachers do not appreciate the relevance of the computer to their work; (2) few colleges have an effective and structured approach to IT in terms of staffing, equipment, or application; and (3) the lack of relevant software is a significant constraint on IT development. Topics covered in this report on the survey include definitions of IT; college policies; the role of local education agencies (LEAs); sources of income; academic and support staffing; facilities; software development; the use of IT by departments; non-academic use of IT; the effect of the introduction of IT on the design of mainstream curriculums; staff development; and college plans for future development. The appendices include a description of the research methodology, a table depicting use of IT by department, a list of typical courses in IT, examples of IT development and applications, and definitions of acronyms used in the report. (DJR)

ED 278 399 IR 051 758

Hendley, A. M.
Optical Disk Systems. A Guide to the Technology and the Applications in the Fields of Publishing and Library and Information Work. IFLA Professional Reports, No. 12.
International Federation of Library Associations, The Hague (Netherlands).
REPORT NO.- ISBN-90-70916-15-0
PUB DATE- 86
NOTE- 66p.; IFLA Section on Information Technology.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Databases; Information Dissemination; Information Retrieval; Information Storage; *Information Systems; *Information Technology; Library Automation; *Library Services; *Optical Disks; Preservation; *Publishing Industry; Standards; Videodisks

Recognizing that the fast-developing optical storage technologies provide a new dimension in publishing and information storage, retrieval, and distribution, this report examines the technical characteristics and capabilities of video and optical systems and the implications of this technology. The following aspects of optical disk systems are discussed: (1) the range of optical disk systems currently on the market or under development, including a functional classification of the different systems; (2) applications for optical disk systems in the publishing field; (3) applications for optical disk systems in the library and information field; and (4) issues relating to the use of optical disk systems where research could and is being profitably carried out in the publishing and library and information fields. References, a select bibliography, and a listing of journals, newsletters, and sources of further information are appended. (KM)

ED 278 569 SE 047 751

A Guide to Curriculum Development in Mathematics.
Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- Jan 87
NOTE- 126p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; *Course Descriptions; *Curriculum Development; Educational Change; Educational Philosophy; Elementary Secondary Education; Learning Activities; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Resource Materials; State Departments of Education; *Teaching Methods
IDENTIFIERS- *Iowa

This mathematics curriculum guide is to serve as a model and resource to Iowa school personnel as they develop or refine mathematics curriculum. It is based on research about how students learn mathematics and on recommendations from recent reports and studies. The philosophy and eight goals are identified. The second section of the guide concerns the scope, sequence, and strategies for teaching mathematics. Overriding themes are discussed: problem solving; mental computation, estimation, and reasonableness of results; and the use of technology. Comments on teaching mathematics concepts and on each strand in kindergarten through grade 8 are provided. General comments, strategies for three stages of understanding, overriding themes, and needed materials are presented for problem solving, number/numeration/number theory, geometry, measurement, probability, and statistics, ratio/proportion/percent, whole number, computation, decimal fractions, fractions, and integers. The curriculum for grades 9-12 is presented. Descriptions and content topics are given for algebra, analytic geometry, descriptive statistics, discrete mathematics, fifth-year mathematics, general mathematics I and II, geometry, technical mathematics, and trigonometry. Finally, evaluation is discussed briefly. A position paper on basic mathematical skills is appended. (MNS)

ED 278 200 EC 191 767

Ranzoni, Patricia Smith

The Child Development Specialist in a Mental Health Center. Position Paper.

PUB DATE- 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Advocacy; Child Development; *Child Development Specialists; *Counselor Role; *Emotional Disturbances; *Mental Health Programs; Philosophy; *Program Development; Young Children

A child development team in a children's services unit of a mental health center should: (1) formulate a broad philosophy of treatment for young child clients; (2) evaluate treatment approaches to determine the extent to which they facilitate or conflict with that philosophy; (3) assess inservice training needs to ensure competency-based service delivery; (4) use all resources available to strengthen a compatible team approach; and (5) evaluate on an ongoing basis to ensure that the philosophy of treatment remains dynamic and reflects professional and programmatic growth. These standards should generate a service which considers treatment from the child's perspective and the child's rights to appropriate treatment, services, assessment, advocacy, and guidance. Although the ultimate responsibility for program philosophy rests with supervisors and program managers, each service provider and staff person is responsible for professional behavior, team accountability, and quality assurance standards and should remain alert to services provided to child clients, working toward conditions which model the highest quality in adult-child interactions. (CB)

ED 278 214 FL 016 187

Kitao, Kenji; Kitao, S. Kathleen
Difficulties Japanese Have in Reading English.

PUB DATE- 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- Basic Vocabulary; Classroom Techniques; College Students; Context Clues; Cultural Context; *Decoding (Reading); Difficulty Level; Directed Reading Activity; Discourse Analysis; *English (Second Language); Higher Education; *Japanese; Language Styles; Language Variation; Media Selection; Paragraphs; Paralinguistics; Reading Assignments; Reading Comprehension; *Reading Difficulties; Reading Improvement; *Reading Instruction; *Reading Processes; Reading Rate; Short Term Memory; Uncommonly Taught Languages
IDENTIFIERS- *Schema Theory

The problems encountered by native Japanese-speakers in reading English as a second language are examined. The available literature on the subject as well as firsthand experiences in teaching English, developing reading materials, and conducting research projects are discussed. The discussion focuses on five major areas: the reading process; the fact that English texts are usually not written for Japanese students and the effect this has on their reading; why written texts are more difficult than spoken texts; major problems encountered by the Japanese in reading English texts; and some cultural and social barriers to reading English. Ten suggestions are made for improving Japanese college- level English reading instruction, including choosing appropriate texts, avoiding exercises requiring that students replace Japanese words with English, providing background information, encouraging faster reading, giving students a purpose for each reading task, teaching about English discourse organization, practicing basic reading skills, using activities based on real experiences, providing opportunities for discussion, and encouraging further cultural or topical study. Fifty-one references are provided. (MSE)

ED 278 229 FL 016 361

Guthrie, Elizabeth M. Leemann
Intake, Communication, and Second-Language Teaching.
PUB DATE- 83
NOTE- 22p.; In: Savignon, Sandra J., Ed. and Berns, Margie S., Ed. Communicative Language Teaching: Where Are We Going? Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1983; see FL 016 358.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; *Communicative Competence (Languages); Interaction; Language Acquisition; *Language Proficiency; *Language Usage; *Second Language Instruction; Second Language Learning; Sequential Learning

Traditionally, classroom instruction has been viewed as a structured, deliberately sequenced process leading to predetermined goals within given time limits. However, classroom second language instruction appears to be less efficient than non-classroom language acquisition. The reason may lie in the distinction between linguistic input (all language samples the learner hears) and linguistic intake (language samples actually influencing the learner's evolving sense of the language). Research suggests that as with native language acquisition, second language intake must be adjusted so that it falls within the learner's range of comprehension but demands their active effort to identify and use the linguistic clues to meaning. Different learners may have different intake levels so that even in optimal classroom conditions, such as immersion, individuals may derive different benefits. In addition, factors common to traditional instructional methods inhibit the type of language intake. These include strict sequencing, the fact that the target language is often a second language to the teacher as well as to the students, emphasis on productive skills, and limited interaction. Language educators should look more carefully at areas in which classroom interaction could more closely imitate life. (MSE)

ED 278 260 FL 016 399

Hakuta, Kenji
Cognitive Development of Bilingual Children.
California Univ., Los Angeles. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ER3
PUB DATE- 86
NOTE- 11p.
CONTRACT- 400-85-1010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Acculturation; *Bilingual Education; *Bilingualism; Children; *Cognitive Development; Comparative Analysis; Epistemology; Language Attitudes; *Language Research; Language Role; *Metacognition; Monolingualism; Psychology; Second Language Instruction; Social Influences
IDENTIFIERS- *Metalinguistics

The idea that bilingualism causes cognitive damage to children is no longer held by researchers, but it lingers in popular belief. It is based on the assumption that language is central to cognitive development, which is not held by all theorists. Another theoretical issue is whether the mind is a limited-capacity container or can accommodate two languages with ease. Social concerns arising from cases of poor acculturation have also influenced research on bilingualism. More recent research has compared the performance of "real" bilingual children, those with roughly equal language skills, with that of monolingual children and found the former group to have superior performance, especially in metalinguistic ability. There is now data suggesting that even language minority students in bilingual education programs who are in the process of learning English can benefit from some of the advantages of bilingualism. These studies contradict the argument that bilingualism in itself might cause cognitive confusion in the child, and support the idea that bilingualism can lead to higher levels of metalinguistic awareness and cognitive ability. In general, they point to the benefits to children of all language backgrounds of learning and maintaining two languages. (MSE)

ED 278 275 FL 016 434

Murphy, John Merton

An Investigation into the Listening Strategies of ESL College Students.

PUB DATE- Apr 85

NOTE- 52p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (19th, New York, NY, April 8-14, 1985).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavior Patterns; *College Students; *English (Second Language); Higher Education; Learning Processes; *Learning Strategies; *Listening Comprehension; *Listening Habits; *Listening Skills; Methods Research; Second Language Learning; Skill Development; Teaching Methods

A study of the listening strategies of college students for whom English is a second language analyzed their oral and written responses to listening selections. The analysis resulted in 17 individual strategies classified in six broad categories. More and less proficient listeners were distinguishable by the frequency of the strategies they used and the sequential patterns of strategies they followed. These results suggest that listening is an interpretive language process in which a variety of strategies are interwoven and that textual and non-textual information combined with the strategies used determines the listener's interpretation of what he hears. One implication of the study for the classroom is that methods of listening instruction should be integrated with activities involving reading, speaking, and writing. (Author/MSE)

ED 278 289 HE 019 901

Ritter, Debora A.; Brown, Martha L.
Considerations for the Development of Leadership Programs in Higher Education.
PUB DATE- 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Students; Higher Education; *Leadership Training; *Models; *Program Development; Program Evaluation; Student Participation

A model for constructing a student leadership development program at the college level is discussed, and suggestions for refining an existing leadership program are offered. Questions that should be discussed to clarify the focus of the program are identified, including how leadership is defined, how leadership development is part of career preparation, and how the program fits into the mission statement of a division or college. It is important to insure that assessment instruments measure what is considered important to the program. The assessment tool can measure the current leadership program against the program objectives, and will likely identify both strong and weak areas. Added to the results of analyzing campus conditions, assessment results should provide a good direction for future program development. Evaluation is an essential part of the program development and assessment process. When used in a cyclical format, this model provides logical guidelines for the development and maintenance of a quality program to teach students leadership skills. (SW)

ED 278 304 HE 019 973

Theodore, Athena
The Campus Troublemakers: Academic Women in Protest.
REPORT NO.- ISBN-0-88105-067-9
PUB DATE- 86
NOTE- 293p.
AVAILABLE FROM- Cap and Gown Press, Inc., Box 58825, Houston, TX 77258 ($15.95 paper--ISBN-0-88105-067-9; $23.95 cloth--ISBN-0-88105-066-0).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Affirmative Action; Court Litigation; *Employment Practices; *Equal Opportunities (Jobs); *Feminism; Grievance Procedures; Higher Education; Personnel Policy; *Sex Discrimination; *Women Faculty

The struggle for sex equity by U.S. academic women in higher education during the early years of the women's movement, based on the experiences of 470 academic women, is addressed in a book suitable for sociology courses. All aspects of the academic employment process are covered, including acquiring degrees, job seeking, promotion, salary, tenure, and part-time employment. Attention is directed to: some aspects of the sexist environment that help raise the consciousness of academic women and lead to their decision to fight discrimination; the major employment disparities between academic women and similarly situated men that lead to sex discrimination charges; working through the system and going outside it; ways in which administrators and colleagues demonstrate their resistance; the kind and degree of support academic women receive when they challenge their employers and the effect of lack of support; the outcome of protest on both women and the institution and reasons the first years of the social movement for sex equality by academic women were largely unsuccessful. Information on methodology and characteristics of the sample of academic women are included. (SW)

ED 278 333 HE 020 021

Agreement between Central Michigan University and Central Michigan University Faculty Association, July 1, 1984-June 30, 1987.

Central Michigan Univ., Mount Pleasant.; National Education Association, Washington, D.C.

PUB DATE- 1 Jul 84
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Continuing Education; *Contracts; Department Heads; Departments; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Personnel Policy; Released Time; Summer Schools; Teacher Retirement; Teacher Salaries; Tenure; Unions
IDENTIFIERS- *Central Michigan University; Faculty Reappointment; Faculty Reassignment; National Education Association; *NEA Contracts; Personnel Files; Union Rights

The collective bargaining agreement between Central Michigan Univeristy and the Central Michigan University Faculty Association Chapter (570 members) of the National Education Association covering the period July 1, 1984-June 30, 1987 is presented. Items covered in the agreement include: unit recognition and rights, dues deduction, grievance procedure, arbitration, procedures for new departments, changes of procedures for existing departments, review of department procedures, personnel files, department chairs, tenure, promotion, reappointment of nontenured unit members, position reduction/layoff, reorganization/reassignment, utilization of nonbargaining unit members, affirmative action and equal employment opportunity, teaching opportunities additional to semester teaching, continuing education and community service courses, off-campus teaching, Institute for Personal and Career Development, leaves of absence, vacation, employment benefits, teacher retirement, salary, compensation for department chairpersons, compensation for summer sessions, compensation for continuing education and correspondence courses, and released time for faculty association president. (SW)

ED 278 413 IR 051 774

McWeeney, Mark G.
Competencies and Performance Indicators for a Course Entitled Library Organization and Administration.

PUB DATE- 15 Dec 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Competence; *Competency Based Education; *Course Content; Course Descriptions; Higher Education; *Library Education; Library Schools; *Library Science
IDENTIFIERS- *Competency Based Curriculum; *Performance Indicators

Many institutions of higher learning are revising course descriptions to include competencies (statements of objectives) and performance indicators (statements of activities the learner must perform to prove that he/she has learned the material). A course syllabus for "Library Organization and Administration," one of nine courses offered by the Department of Library Science at Northwest Missouri State University, is presented as an illustration of such a revised plan. The syllabus, which begins with a course description, general statements, and course goals, includes nine competencies and the performance indicators necessary to attain each competency. Reference sources relating to each competency are also listed. (KM)

ED 278 427 IR 051 789

Lynch, Beverly P.; Verdin, Jo Ann
Relationship of Technology and Characteristics of Library Functional Units.
Illinois Univ., Urbana. University Library.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
REPORT NO.- CLR-799A
PUB DATE- 10 Dec 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Administrative Organization; *Job Satisfaction; *Library Automation; Library Research; Library Surveys; *Organizational Change; Organizational Climate; Questionnaires; *Research Libraries
IDENTIFIERS- Association of Research Libraries

The project summarized in this report collected data from 3 of the 25 largest Association of Research Library (ARL) member libraries in order to: (1) examine the durability of the measure of technology set forth in "An Empirical Assessment of Perrow's Technology Construct" (Administrative Science Quarterly, 1974, pp. 338-356); (2) study the impact of computer applications on the key functional units of research libraries; and (3) compare 1971-72 data with 1985-86 data to begin an assessment of organizational change. Functional units examined included acquisitions, cataloging, circulation, reference, collection development, automated systems, serials, and preservation. Data were collected from questionnaires distributed to all full-time staff in the core functional units being investigated; 530 questionnaires were distributed, and 334 were returned, yielding a response rate of 63%. In addition, site visits were made to the three libraries and unit heads were formally interviewed. The bulk of the report consists of four appendices, which include the University Library Questionnaire, an interview schedule, an abstract of "Job Satisfaction in Libraries--A Replication," to be published in the April 1987 Library Quarterly; and a draft abstract of "The Impact of Computing on Professional and Non-Professional Employees in Research Libraries." (KM)

ED 278 512 PS 016 341

Bruno, Rosalind R.
After School Care of School-Age Children: December 1984.
Bureau of the Census (DOC), Suitland, Md.
PUB DATE- Dec 84
NOTE- 33p.; Tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *After School Programs; *Age Differences; Child Caregivers; *Day Care; Demography; Elementary Secondary Education; *Family Characteristics; *Racial Differences; Tables (Data)

This report contains data collected in the school-age child care supplement to the December 1984 Current Population Survey. Questions in the supplement addressed the extent to which school-age children were not in the care of their parents during nonschool hours and the extent to which they were unsupervised by any adult. For each child 5 to 13 years old in the household, questions were included on whether he or she regularly spent time alone or in the care of someone other than a parent before school, after school, or at night. In addition, there were questions for each time period on who, if anyone, cared for the child, age of the caretaker, and daily duration of the care arrangement. Tables in the text concern: (1) care of school-age children by period of the day, type of household, and labor force status of mother for children 5 to 13 years old enrolled in school; (2) after-school caretaker of children by type of household, labor force status of mother, and race; (3) distribution of enrolled children by family type, labor force status of mother, and race; (4) and child care status of children 6 to 13 years old with mothers who were employed full time for 1965, 1974, and 1984. Seven additional detailed tables are included along with material concerning the reliability of the estimates. (RH)

ED 278 539 SE 047 699

Science. Suggested Learner Outcomes, Grades 9-12.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- Jul 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Biological Sciences; *Earth Science; General Science; Minimum Competencies; Objectives; *Physical Sciences; *Science Education; *Scientific Literacy; Secondary Education; *Secondary School Science; State Curriculum Guides; State Standards
IDENTIFIERS- *Oklahoma

Developed for the purpose of providing teachers and administrators with objectives upon which a curriculum could be formed, this guide identifies standardized learner outcomes for secondary level science students. A philosophy of science education for Oklahoma schools is presented and student goals are specified. Objectives and descriptive statements for each discipline area are stated. These subject areas include: (1) general science; (2) earth science; (3) physical science; (4) biology I; (5) biology II; (6) chemistry I; (7) chemistry II; (8) botany; (9) zoology; (10) physiology and anatomy; and (11) physics. (ML)

ED 278 554 SE 047 718

Gifford, Vernon D.; Harpole, Sandra H.

Factors Contributing to Freshman Physics Achievement.

PUB DATE- Nov 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Science; Higher Education; Performance Factors; *Physics; Predictor Variables; Science Education; Student Characteristics
IDENTIFIERS- *Science Education Research

This study was designed to determine the effect of high school physics, the frequency of high school physics laboratory use, and high school mathematics background on the success of students taking first semester physics. Data were obtained from undergraduates (N=248) at Mississippi State University. The final letter grade in the first semester of freshman physics was used as the measure of physics success. Based on the findings from the 248 participating students, characteristics identified as indicators of success in freshman physics were: (1) high school physics background; (2) a strong background in mathematics including geometry, advanced math and calculus; and (3) laboratory experience in the high school physics background. (ML)

ED 278 244 FL 016 377

Tanner, Jacquelyn
Where's the Video--A Review of Resources for Foreign Languages.
PUB DATE- 85
NOTE- 10p.; In: Gillespie, Junetta B., Ed. Video and Second Language Learning. Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1985; see FL 016 373.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Journal Articles (080)
DESCRIPTORS- Arabic; *Audiovisual Aids; Chinese; English (Second Language); *Film Industry; French; German; Greek; Hebrew; Higher Education; Information Sources; *Instructional Materials; Japanese; Material Development; Organizations (Groups); Portuguese; *Publishing Industry; *Resource Materials; Russian; Second Language Instruction; Spanish; Swedish; *Teacher Developed Materials; Teachers; Teaching Methods; Uncommonly Taught Languages

Sources for foreign language video materials are presented in five categories: (1) general materials sources; (2) the names and addresses of instructors who have produced materials for commercial distribution; (3) the names and formats of instructors who have developed specific techniques for using video in the classroom; (4) the names and addresses of companies providing materials that can be adapted for classroom use; and (5) the titles of a number of standard sources for more information about free or inexpensive materials. Within each category, where relevant, the sources are organized by language. (MSE)

ED 278 347 HE 020 035

Agreement between State University Board and Inter-Facullty Organization/Minnesota Education Association, July 1, 1985-June 30, 1987.

Minnesota Education Association, St. Paul.; Minnesota State Univ. Board, St. Paul.; National Education Association, Washington, D.C.

PUB DATE- 1 Jul 85
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Athletic Coaches; *Collective Bargaining; *College Faculty; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Personnel Policy; Records (Forms); Released Time; *State Universities; Summer Schools; Teacher Dismissal; Teacher Salaries; Tenure; Unions
IDENTIFIERS- Dues Checkoff; Minnesota Education Association; *Minnesota State University Board; National Education Association; *NEA Contracts; Personnel Files; Union Rights

The collective bargaining agreement between the Minnesota State University Board and the Inter-Faculty Organization of the Minnesota Education Association, an affiliate of the National Education Association with 2,000 members, covers the period July 1, 1985-June 30, 1987. Items covered in the agreement include: definitions and unit recognition, nondiscrimination, academic freedom, association and management rights, dues checkoff, meet and confer stipulation, release time for association and Inter-Faculty Organization presidents, no strike/lockout clauses, personnel files, workload for teaching and nonteaching faculty and coaching faculty, types of faculty contracts, salaries for fiscal year 1987, overload pay, summer sessions, insurance, travel, severance pay, paid and unpaid leaves of absence, notice of vacancies, departments and department chairpersons, faculty appointment, professional development and evaluation procedures, retrenchment, faculty rights on dismissal, suspension, and nonrenewal, faculty recall and reassignment, promotion, Metropolitan State University special provisions, grievance procedure, seniority, and transfers. A grievance form is appended. (SW)

ED 278 385 IR 012 519

Kirman, Joseph M.; Goldberg, Jack
The CADET Project: Computer Assisted Distance Education Telecommunication for Post Secondary Education in Alberta. A Report to the Program Planning and Development Branch, Alberta Department of Advanced Education, Program Services Division, February 28, 1985. Final Report.
PUB DATE- 28 Feb 85
NOTE- 9p.; For earlier reports on this project, see ED 246 850 and ED 255 362.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Distance Education; Elementary Secondary Education; External Degree Programs; Foreign Countries; Higher Education; Inservice Teacher Education; Mathematics Education; *Microcomputers; Movement Education; Satellites (Aerospace); Social Studies; Telecommunications
IDENTIFIERS- *Alberta; Apple II; *Landsat

Since its inception in 1984, the CADET (Computer-Assisted Distance Education Telecommunications), a micro to mainframe computer program developed by the University of Oklahoma but modified for use at the University of Alberta in Canada, has achieved major results. Its successful use in delivering a distance education graduate course in which both the student and teacher used the CADET system for questions, answers, and course content information has resulted in this course being offered to students anywhere in the world serviced by the Datapac system. Additionally, interest has been expressed in offering courses to teachers in the field using CADET for the subject areas of social studies, movement education, and mathematics education. It has also been incorporated as one of the distance education techniques for a proposed Masters of Education degree in Adult and Higher Education at the University of Alberta. A second phase of the project was the transformation of the program for digital analysis of Landsat satellite images on the Apple microcomputer from U.S. to Canadian format, which allows a user to download satellite map data via telephone from a mainframe computer to a microcomputer and manipulate the data with several analysis programs. Funding is being considered for use of this procedure by teachers in the fields of environment, geography, social studies, and science in the province of Alberta. (DJR)

ED 278 440 JC 870 059

Cellucci, Philomena M. C.; Price, Teresa P.
IMPACT: A Map for Success. A High-Risk Student Retention Plan.
Florence-Darlington Technical Coll., Florence, SC.
PUB DATE- 86
NOTE- 77p.; Sponsored by Title III funding. Report presented at the Annual National Convention of the American Association of Community and Junior Colleges (67th, Dallas, TX, April 22-25, 1987). Planning form, page 14, contains small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Advising; *Academic Persistence; Academic Standards; Admission Criteria; Ancillary School Services; Community Colleges; *Counseling; *High Risk Students; *Individualized Education Programs; Remedial Programs; *School Holding Power; School Orientation; Student Attrition; *Student Personnel Services; Tutorial Programs; Two Year Colleges

A project was implemented at Florence-Darlington Technical College (FDTC) in Florence, South Carolina to develop a retention plan for high-risk and probationary students. The project involved the following components: a literature review on retention strategies, visits to state-of-the-art model two-year college retention programs, studies of FDTC's present and needed resources, and the development of a model for creating an individually guided studies program for high-risk and probationary students. The resulting model focused on the following components: (1) admissions criteria; (2) academic standards; (3) advising; (4) freshman orientation; (5) counseling; (6) the individually guided studies program (IMPACT--standing for Individualizing, Mentoring, Prescribing, Assessing, Counseling, and Tutoring); (7) student assistance in curricula; (8) peer tutoring; and (9) auxiliary services. The project report includes a justification for the recommended reforms in each of these areas based on the literature review and model programs, and statements of goals, objectives, strategies, costs, and benefits. Five IMPACT course outlines are appended, and an Educational Planning Form and 50 references are included. (LAL)

ED 278 454 JC 870 088

Luesebrink, Marjorie; And Others

CompuEnglish: An Experimental Program. Progress Report I on Computer English Program. Special Report 85-2.

Saddleback Coll., Irvine, CA. North Campus.

PUB DATE- 85

NOTE- 53p.; For related documents, see JC 870 089-090. Saddleback College North has changed its name to Irvine Valley College.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College English; Community Colleges; *Computer Assisted Instruction; *Computer Literacy; *Freshman Composition; Microcomputers; Program Development; Program Evaluation; Two Year Colleges; *Word Processing; *Writing Instruction; Writing Skills

This first-year progress report considers the objectives and achievements of CompuEnglish, a project developed at Saddleback College's North Campus (California) to introduce word processing skills into traditional composition classes. Section I offers a summary report on progress as of 1985, reviewing the four phases of project implementation and evaluation. Section II describes the limited-scale CompuEnglish program offered in fall 1984, which used a team teaching approach and computer laboratory to introduce word processing skills to Freshman Composition and Business Report and Letter Writing classes. Student responses to the project are included in this section. Section III looks at the research strategy developed for implementation in spring 1985, involving a comparison of CompuEnglish and control sections of Freshman Composition in terms of progress, attitudes, computer usage, the qualitative differences between computer-prepared and typewriter-generated papers, improvements in essay writing, and differences in editing skills. After section IV reviews the college's options for the future, section V presents a bibliography on the use of computers in writing instruction. Appendices provide planning documents, survey instruments, and interim reports on the project. (EJV)

ED 278 468 JC 870 106

Interdistrict Enrollment. California Community Colleges.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Feb 87
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Choice; *Community Colleges; *Educational Legislation; Enrollment; Enrollment Influences; *Enrollment Trends; *Interdistrict Policies; *Residence Requirements; State Legislation; State Surveys; Trend Analysis; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California

California community colleges inherit their statutes on interdistrict enrollment from those in force for California elementary and secondary schools. Prior to 1978, statutory restrictions on students enrolling in a college outside the district in which they lived were tied to the method of funding. A 1978 change in funding methodology, followed by the modification of statutes in 1981 and 1982, eased restrictions on interdistrict enrollment. In 1986, interdistrict enrollment was at its highest level in at least 10 years. With the exception of Los Angeles County, unrestricted interdistrict enrollment is the current pattern throughout California. More than one in every ten students (one in five in certain urban areas) attend a college outside their district of residence. Activity is concentrated in a few districts, with one-tenth of all districts accounting for half of the more than 134,000 interdistrict enrollments estimated for 1985. Students who cross district boundaries share the same characteristics with students who enroll in their district of residence. They enroll in colleges outside their district for several reasons, including proximity, specific programs, better programs or a better general curriculum, more attractive facilities, and the characteristics of other students. While interdistrict enrollment does not appear to contribute to program and course duplication, it may constrain the development of certain small colleges, and a large sudden net outflow of students can have a dramatic effect on a large district's fiscal condition. (EJV)

ED 278 483 PS 016 280

Diana, Mark S.
Rationality and Integration in a Family Childrearing Decision.
PUB DATE- Nov 86
NOTE- 13p.; Paper presented at the Annual Conference of the National Council on Family Relations (Dearborn, MI, November 3-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; *Decision Making; Family Environment; *Family Life; *Family Relationship; Models; Observation
IDENTIFIERS- Grounded Theory; *Integrative Processes; *Rationality

This paper illuminates how concepts of rationality developed by Diesing in 1962 are reflected in parents' childrearing decisions. After examining technical (TR), economic (ER), social (SR), legal (LR), and political (PR) rationalities or decision-making styles, consideration is given to integrative effects and the influence of parents' friends and relatives upon childrearing decisions. TR is construed in terms of the parenting goals of efficiency, maximization, and achievement; ER in terms of scarcity of time, energy, and resources, and the maximization of utility; SR in terms of confirming, supporting, and reinforcing behaviors leading to consistency and integration of roles; LR in terms of family rules and behavioral norms; and PR in terms of negotiation, discourse or bargaining. The childrearing decisions examined are based on observations of the home environment of a two-parent family with an 11-month-old daughter. Discussion focuses on how each type of rationality is involved on an unconscious or conscious level as parents make choices about those experiences of their child which involve a significant amount of adult attention, response and direction. (RH)

ED 278 497 PS 016 300

Mitchell, Anne; Seligson, Michelle
Early Childhood Education and the Public Schools.
PUB DATE- 15 Nov 86
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Community Programs; Day Care; *Early Childhood Education; *Educational Policy; *Educational Practices; Educational Quality; National Surveys; *Public Schools; School Districts; *School Role; State Programs
IDENTIFIERS- Program Characteristics

A study was designed to investigate ways in which schools are responding to new opportunities to participate more fully in the delivery of high quality, family-responsive early childhood programs. Phase One of the study aims to develop a comprehensive overview of the status of child care and early childhood education for kindergarten and younger children in each state and in the District of Columbia. Phase Two surveyed 3,000 school districts previously identified as providers of preschool programs. Survey questions probed the nature and extent of their involvement. Currently underway, Phase Three studies in close detail 12 programs affiliated with public schools which were nominated as high quality programs providing comprehensive services and opportunities for parent participation, and having appropriate staff/child ratios, appropriately trained teachers, and a planned curriculum derived from principles of child development. Preliminary findings of the national and district surveys are reported. (RH)

ED 278 526 RC 016 079

Henderson, Fred L.
An Annotated Bibliography of Abstracts, Doctoral Dissertations and Journals Dealing with the Utilization of the Outdoors to Enrich the Curriculum and to Promote More Effective Learning in the Elementary and Secondary Student.
PUB DATE- Jun 86
NOTE- 52p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; *Affective Objectives; *Cognitive Objectives; Curriculum Enrichment; *Curriculum Evaluation; Definitions; Elementary Secondary Education; Environmental Education; Experiential Learning; Humanistic Education; *Outcomes of Education; *Outdoor Education; *Reference Materials; Relevance (Education); Research Needs; Self Concept

A rationale for outdoor education, 36 annotated references, (dated 1972-1981), glossary, and recommendations are included in this study of the educational relevance of outdoor education. Information is organized around three questions: (1) Does outdoor education promote a more solid grasp of the concepts than a similar environmental curriculum taught in a traditional classroom setting? (2) Does outdoor education provide and promote an increased concept of self-awareness and self-esteem along with the other areas of the affective domain in the individual student? (3) What standard evaluative procedures and methods were used to ascertain the effectiveness of the outdoor educational curriculum? Eleven annotations address the first question, 13 address the second, and 12 address the third. The summary points out trends in findings of the annotated works. The conclusion attempts to answer each of the three organizing questions, noting lack of consensus on the question of outdoor education's impact on the cognitive domain, general agreement that outdoor education promotes affective development, and lack of standard ways to evaluate outdoor curriculum. Five recommendations for further research include expansion of outdoor education programs, inclusion of clear and definable objectives to accompany outdoor curriculum, and more research to study the impact of outdoor education on the cognitive domain. A four-page bibliography concludes the document. (JHZ)

ED 278 584 SO 017 693

School Television for Social Studies: A Competency-Based Matrix. Grades 9-12.

North Carolina State Dept. of Public Instruction, Raleigh.

PUB DATE- Jan 85

NOTE- 66p.; For grades K-3, see ED 276 673.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Competency Based Education; High Schools; Instructional Materials; *Learning Activities; Nonprint Media; *Social Studies; *Teaching Guides; Teaching Methods; *Television Curriculum

IDENTIFIERS- North Carolina

School television programs are keyed by this matrix to social studies competency-based curriculum objectives for grades 9-12. The matrix covers 7 television series. The first 2 series, "Consumer Connection" and "Consumer Squad," each contain 7 programs recommended for grade 9 legal, political, and economic systems studies. "Equal Justice under Law" contains 5 programs intended for advanced grade 9 economic, legal, and political systems studies and grades 11 and 12 U.S. history and government studies. "Give and Take" contains 12 programs which are appropriate for grade 9 economic, legal, and political systems studies and grade 12 economics study. "Soviet Style" contains 5 programs recommended for grade 10 world studies and knowledge courses. "Summer of Judgement--The Watergate Hearings" contains 4 programs which are appropriate for advanced grade 9 economic, political, and legal systems studies; grade 11 U.S. history; and grade 12 government. "Tax Whys" contains 6 programs which are recommended for grade 9 economic, legal, and political systems studies and grade 12 economics. "Ways of the Law" contains 15 lessons which are appropriate for grade 9 economic, legal, and political systems studies; a grade 12 elective course in government; grade 10 world history; and grade 11 U.S. history. Program objectives and competency objectives which correspond with the teacher's guide are listed for each television series and grade level. Notes concerning special features of the programs are given. (APG)

ED 278 305 HE 019 974

Improving University Teaching. Volume I: Abstracts of Contributed Papers, Seminars, Workshops, Index of Presenters. International Conference (11th, Utrecht, The Netherlands, July 2-5, 1985).

Maryland Univ., College Park. Univ. Coll.; Utrecht State Univ., The Netherlands.

PUB DATE- Jul 85
NOTE- 145p.; Document contains small print. For other volumes in this series, see HE 019 975-976.
AVAILABLE FROM- University of Maryland, University College, University Boulevard at Adelphi Road, College Park, MD 20742 ($40.00 for four volumes).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *College Instruction; Computer Assisted Instruction; Educational Quality; *Educational Technology; Faculty Development; Feedback; Higher Education; *Instructional Improvement; Instructional Materials; *Teacher Effectiveness; Teaching Methods

Workshop and seminar summaries and abstracts of papers from the eleventh international conference on improving university teaching are presented. Topics addressed by theme and seminar presentations include: quality control in higher education, institutional approach to academic improvement, interactive video, international evaluation and an electronic document delivery system, new technology and student learning, and improving the teaching-learning process through multiple sources of feedback. A collaborative symposium on applications of cognitive models to college teaching is also covered, along with a case study on academic improvement. Workshop topics include: the use of boardgames in the classroom, using written and oral work in content courses, teaching and research collaboration with undergraduate students, evaluating faculty development programs, interdisciplinary studies, creating computer-based learning materials, tutorial teaching, and constructing and scoring essay questions. For each workshop, objectives, length, activities, previous experience expected, maximum number of participants, and an index of presenters are provided. (SW)

ED 278 319 HE 020 001

Gardiner, John J., Ed.
ASHE Handbook on Teaching and Instructional Resources. An Instructional Resource Handbook for Courses in the Field of Higher Education.
Association for the Study of Higher Education.
PUB DATE- 87
NOTE- 165p.
AVAILABLE FROM- Higher Education Associates, 309 Gundersen Hall, Oklahoma State University, Stillwater, OK 74078 ($10.00 per copy; $9.00 per copy for 10-19; $8.50 per copy for 20 or more).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Bibliographies; *College Instruction; Computer Oriented Programs; Course Descriptions; Databases; Educational Games; *Educational Resources; Higher Education; Information Sources; *Instructional Materials; *Postsecondary Education as a Field of Study; Professional Associations; Research and Development Centers; *Resource Materials; Simulation; Telecommunications; Videotape Recordings

An instructional resource handbook for graduate-level courses in the field of higher education is presented. Twenty-two members of a national higher education network wrote the first essay on "Course Syllabi as Instructional Resources," which reports on a survey of faculty in higher education programs and specifically on course emphases, major resources in use, syllabi models, and recommendations. Additional contents are: Robert Birnbaum's essay "Using Games and Simulations in Higher Education Programs"; James L. Ratcliff's essay "Telecommunications and Computer Databases," which focuses on uses in higher education and includes a bibliography and information on resources; John J. Gardiner's essay, "Associations as Instructional Resources," which identifies Washington-based associations that provide resources for use within specific areas of higher education; "Higher Education as a Field of Study: An Annotated Bibliography" by Judy Diane Grace which covers over 60 works useful to faculty and students; "Teaching in Postsecondary Education: An Annotated Bibliography" by Robert J. Menges, which lists over 100 professional journals and reviews approximately 180 other resources available on teaching higher education; information on videotape resources in "Shaping the Future of Higher Education: A Learning and Research Tool"; and a review by 22 individuals on The National Center for Research to Improve Postsecondary Teaching and Learning (NCRIPTAL). (SW)

ED 278 360 IR 012 462

Marlowe, Jean; And Others
Focus on Microcomputers in the Middle School.
Michigan Association of Middle School Educators, East Lansing.
REPORT NO.- ISBN-0-918449-06-5
PUB DATE- 86
NOTE- 35p.
AVAILABLE FROM- Michigan Association of Middle School Educators, Michigan State University, College of Education, Room 419 Erickson Hall, East Lansing, MI 48824 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Adolescent Development; Computer Literacy; *Computer Uses in Education; Courseware; *Educational Planning; Guidelines; Information Sources; Inservice Education; Junior High Schools; *Microcomputers; *Middle Schools; *Program Implementation; School Personnel; Teachers; Teaching Methods

Designed to provide useful information for middle school teachers and administrators involved in planning and implementing microcomputer programs in their schools, this focus paper begins with a brief discussion of the "who, what, when, where, and why" of microcomputers in the schools, followed by discussions of two types of relevant research: the effectiveness of computer-assisted instruction (CAI), and learning by middle school students. Descriptions of instructional applications discuss the microcomputer as the object of instruction, a tool of instruction, and a manager of instruction. Noninstructional applications for teachers are noted together with administrative and office applications, and guidelines for organization and management include a number of factors to be considered in the planning and implementation of the microcomputer program. The various groups that should be involved in inservice training are identified, as well as alternative approaches that can be used and the types of materials to be covered for the different groups. Comments about the impact and potential of microcomputer use at the middle school level conclude this paper. A reference list/bibliography lists 20 titles, and appended materials include (1) brief descriptions of six sample programs in Michigan schools; and (2) a resource list which includes 15 articles and books for educators, 10 organizations, projects, and resource centers; a periodical and 3 catalogs and directories; and 4 books for use by middle school students. (BBM)

ED 278 372 IR 012 483

Herring, James E.; And Others
The Microcomputer in the School Library Project. Phase 1 (September 1983-August 1985).
Robert Gordon's Inst. of Technology, Aberdeen (Scotland). School of Librarianship and Information Studies.
SPONS. AGENCY- Scottish Education Dept., Edinburgh.
PUB DATE- 86
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Software; Course Evaluation; *Databases; Foreign Countries; *High School Students; Information Technology; Instructional Materials; *Library Skills; *Microcomputers; *Online Searching; Secondary Education; Thesauri
IDENTIFIERS- *Course Integrated Library Instruction; *Keywords; Scotland

The first of two phases in this research project aimed at linking information technology (IT) with library information skills used the microcomputer as an information retrieval tool, and investigated ways of using curriculum-based keywords to help secondary school students define and maintain a clear sense of purpose when selecting, evaluating, and organizing information. Based in one secondary school, the project concentrated on the development of information-handling skills in curriculum-related project work. Observations, interviews, and informal discussion with students, teachers, and the school librarian formed the basis of evaluation in terms of development and use of curriculum-linked bibliographic databases. Findings indicated that the information retrieval system acted as a motivating influence in the initial stages of the students' research assignments, and that students developed information retrieval skills when databases were used over a period of time and in a number of different contexts, especially when they were fully integrated with the students' assignments. It was concluded that, to be effective as an educational tool, curriculum-linked databases should be developed from a clear statement of aims, based on the needs and abilities of the users as well as the aims and objectives of the curriculum; collaboration between librarians and teachers is essential in designing, developing, and implementing the keyword approach; and careful planning of databases should take into account the keyword language, design, and content of computer files. Eleven references are listed and samples of various materials used in the program are appended. (DJR)

ED 278 400 IR 051 759

Franz, Eckhart G.
Archives and Education: A RAMP Study with Guidelines.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-86-WS-18
PUB DATE- 86
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Archives; Developed Nations; Developing Nations; Elementary Secondary Education; Exhibits; Foreign Countries; Guidelines; *History Instruction; *Instructional Materials; *Learning Activities; Primary Sources; Program Development; Social Studies; Teacher Role; *Teaching Methods
IDENTIFIERS- Archives Education Services

Prepared under contract with the International Council of Archives for Unesco's Records and Archive Management Programme (RAMP), this study explains and documents the variety of ways in which archives can be made an integral part of pre-university education, and illustrates how both teachers and students can increase their understanding and appreciation of history by becoming familiar at first hand with the source materials essential for the writing of history. The study is intended both for teachers who could benefit from archival outreach programs and for archival administrators and archivists who are encouraged to establish or further develop programs in this area. The introduction provides a historical summary of the role of archives in education, and subsequent chapters discuss objectives and target groups for teaching with archives; different tasks for different types of archives and archival documents; the various fields of action of archives education services; the organization of archives education services; and teaching aids from archives. Major results and conclusions of the study presented in the form of summary guidelines conclude the report. A bibliography and listing of acknowledgements are included; and two specimen archival documents with suggestions for educational use are appended. (KM)

ED 278 540 SE 047 700

Language Arts, Math, Reading, Science, Social Studies. Suggested Learner Outcomes, Grades 1-8.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- 86
NOTE- 156p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Curriculum Design; Educational Objectives; Educational Philosophy; Elementary Education; *Language Arts; *Mathematics Education; Minimum Competencies; Reading Instruction; *Science Education; *Social Studies; State Curriculum Guides
IDENTIFIERS- *Oklahoma

Developed for the purpose of providing Oklahoma teachers and administrators with objectives upon which a curriculum could be formed, this guide presents learner outcomes for students of grades one through eight. Each subject discipline is described in terms of its philosophy, learning objectives, and skill areas. Subject areas presented include: (1) language arts; (2) mathematics; (3) reading; (4) science; and (5) social studies. The guide is intended to be used as a framework for organizing the curriculum and for improving instruction. (ML)

ED 278 570 SE 047 754

Math Skills Program 1984-85. Final Report. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; Computer Oriented Programs; *Curriculum Development; Educational Research; High Schools; Inservice Teacher Education; *Mathematics Instruction; Microcomputers; *Program Descriptions; *Remedial Instruction; Remedial Mathematics; *Secondary School Mathematics
IDENTIFIERS- *Mathematics Education Research; New York (New York)

The evaluated program provides remediation in mathematics for students in New York City high schools. In addition to outcomes of the total program, the report addresses the efficacy of a pilot instructional component, "Using Computers to Teach Basic Skills." Thirty teachers participated in the pilot program, intended to improve students' computational and problem-solving skills and increase motivation to study mathematics. Visits, observations, interviews, questionnaires, and attendance and achievement data were used to evaluate the program. A description of the pilot program is included in the second chapter, with specifics on the teacher-training component and how the program was implemented. The third chapter summarizes the analyses of student outcomes for the Math Skills Program, in which 39,228 half-year students and 15,976 full-year students participated. In the fourth chapter, conclusions and recommendations are presented. The program was considered successful in providing training workshops and continuous refinement of pilot programs. The overall curriculum varied among classes, with some having a fixed curriculum while in others teachers developed their own curriculum materials. The number of computers available affected classroom strategies and management. Half-year students met the objectives of the Math Skills Program, but full-year students did not. (MNS)

ED 278 201 EC 191 768

Move with Me: A Parents' Guide to Movement Development for Visually Impaired Babies.

Blind Childrens Center, Los Angeles, CA.

PUB DATE- 86
NOTE- 17p.; Photographs may not reproduce clearly.
AVAILABLE FROM- Blind Childrens Center, 4120 Marathon St., P.O. Box 29159, Los Angeles, CA 90029 (free, also available in Spanish).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Blindness; *Exercise; *Infants; Intervention; *Motor Development; *Parent Child Relationship; Psychomotor Skills; Stimulation; *Visual Impairments
IDENTIFIERS- Early Intervention

This booklet presents suggestions for parents to promote their visually impaired infant's motor development. It is pointed out that babies with serious visual loss often prefer their world to be constant and familiar and may resist change (including change in position); therefore, it is important that a wide range of movement activities be introduced to visually-impaired infants to make them more comfortable with trying new positions. The first chapter presents suggestions for encouraging the infant to lie on its stomach (most visually-impaired babies are more comfortable on their backs). Information is also presented on the special psychomotor development of premature babies. Activities in the second chapter are geared toward strengthening the muscles in the front part of the body, making the baby more comfortable about moving from one position to another, and practicing motor skills already learned. The third chapter presents suggestions for encouraging the baby's ability to shift weight from side to side and to extend its arms. The booklet is illustrated with photographs of parents and children performing some of the suggested exercises. (CB)

ED 278 215 FL 016 229

Holmes, John
The Teacher as Researcher. Working Papers No. 17.
Pontificia Univ. Catolica de Sao Paulo (Brazil).
PUB DATE- Jul 86
NOTE- 31p.; A product of The Centro de Pesquisas, Recursos e Informacao em Leitura.
AVAILABLE FROM- Cepril, Pontificia Universidade Catolica de Sao Paolo, R. Monte Alegre 984, 05014 Sao Paolo, Brazil ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Observation Techniques; *Educational Research; English (Second Language); English for Special Purposes; Foreign Countries; *Language Teachers; Qualitative Research; *Research Methodology; Research Opportunities; *Research Projects; Research Skills; Second Language Instruction; *Teacher Role

Ways in which language teachers can formally investigate the teaching and learning processes occurring in their classrooms are discussed in four sections. The topics covered include: the concept of research , its variety of meanings, and the prestige associated with it; the classroom teacher's traditional role with regard to research and how that role can or should change; techniques for organizing and carrying out classroom research projects; research projects carried out by Brazilian teachers of English as a second language and English for special purposes; and research projects that are potentially motivating and manageable. (MSE)

ED 278 230 FL 016 362

Kachru, Braj B.

Regional Norms for English.

PUB DATE- 83
NOTE- 24p.; In: Savignon, Sandra J., Ed. and Berns, Margie S., Ed. Communicative Language Teaching: Where Are We Going? Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1983; see FL 016 358.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)
DESCRIPTORS- *Communicative Competence (Languages); Dialect Studies; *English (Second Language); Foreign Countries; Language Attitudes; Language Patterns; *Language Standardization; *Language Usage;

*Language Variation; Nonstandard Dialects; North American English; Official Languages; *Regional Characteristics; Regional Dialects; Second Language Instruction; Standard Spoken Usage

The debate continues about regional norms for English usage around the world, although the discussion has become more realistic and less didactic. Educated non-native varieties are increasingly accepted, distinctions are being made between national and international language uses, and localized varieties are no longer considered as necessarily deficient. Several trends are influencing this process. First, the number of non-native English speakers is increasing faster than the number of native speakers. Second, planning for English usage is increasingly in the hands of non-native speakers, who have developed their own norms. Third, the development of non-native English literatures is helping to break norms. The complex functions of English across cultures suggest that discussion of international English presents only part of the picture. More serious cross-cultural research on English usage and regional norms is necessary for a real understanding of the issues and solutions. Sixty-eight references are included. (MSE)

ED 278 261 FL 016 400

McFerren, Margaret; Robson, Barbara
Criteria for the Evaluation of Secondary and Post-Secondary Foreign Language Teaching Materials.
California Univ., Los Angeles. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ER4
PUB DATE- 86
NOTE- 32p.
CONTRACT- 400-85-1010

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bilingual Instructional Materials; Computer Assisted Instruction; Difficulty Level; *Evaluation Criteria; *Instructional Material Evaluation; *Media Selection; Postsecondary Education; Records (Forms); Reference Materials; Secondary Education; *Second Language Instruction; *Uncommonly Taught Languages

Criteria for the evaluation of foreign language materials in the commonly and less commonly taught languages in secondary and postsecondary institutions are presented. They are intended for use by individual teachers or appointed committees when selecting and evaluating language teaching materials. The criteria contain a set of evaluative and descriptive questions in six material areas: novice, intermediate, and advanced level course materials, reference materials, dictionaries, and computer-assisted instructional materials. In developing the criteria, attempts have been made to ensure ease of use while also capturing sufficient detail to provide a useful evaluation of the materials. A complete evaluation consists of three forms to be completed by the materials evaluator: a form eliciting descriptive information about the materials (bibliographic citation, availability, language/dialect presented, form of presentation, grammatical/pedagogical approach, overall organization of the text, vocabulary areas covered, etc.); a form presenting meta- criteria (broad questions that should be asked about any language materials, regardless of purpose); and one of six forms presenting questions tailored to the specific use of materials (proficiency level, intended use of materials, etc.). Sample forms are appended. (Author/MSE)

Smutek, Malinda M.
English as a Second Language: In Search of an Acquisition Rich Environment.
PUB DATE- Feb 86
NOTE- 67p.; Comprehensive paper for Ed.D. requirements, University of Massachusetts.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Audiolingual Methods; Classroom Environment; College Students; *Communicative Competence (Languages); Comparative Analysis; Computer Assisted Instruction; *English (Second Language); Grammar Translation Method; Higher Education; *Immersion Programs; Language Acquisition; Language Proficiency; Language Skills; Qualitative Research; Second Language Learning; Teacher Education; Teaching Methods; Writing (Composition); Writing Skills
IDENTIFIERS- Dialogue Journals

Instruction in English as a second language for differentially prepared college students should be conducted in an environment in which students have input from a wide range of authentic spoken and written language samples, varying in difficulty level. The instructional process should be viewed by the students as neither intimidating nor oppressive. A learning environment similar to that of immersion provides opportunities for language learning like those in first language acquisition, as contrasted with the general academic environment, which is culturally and linguistically alien. The order of instruction of language skills should also parallel the process of first language acquisition: listening first, then speaking, reading, and writing. Individualized, self-paced instruction is useful in addressing the needs of a large group of students with differential preparation, and it allows for flexible scheduling, progress at individual rates, and student control of the learning process. These elements in the learning environment will promote progress and confidence in learning English for academic success and social survival in an English-dominant society. A 10-page reference list is appended. (MSE)

ED 278 290 HE 019 956

Allen, David F.
Freshmen Survey, Fall 1984.
North Carolina Univ., Wilmington. Div. of Student Affairs.
REPORT NO.- RB-VCSA-102185
PUB DATE- 84
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Academic Persistence; College Environment; *College Freshmen; Higher Education; Institutional Research; *Models; *Predictor Variables; Questionnaires; Student Attitudes; *Student Attrition; Student Characteristics; Student College Relationship
IDENTIFIERS- *University of North Carolina Wilmington

A model to distinguish persisters and nonpersisters at the University of North Carolina, Wilmington, was developed. Persisters and nonpersisters differed in background characteristics, attitudes toward and interaction with the university, opportunities to leave, and intentions. Responses to a mail survey were returned by 86 first-time freshmen (38% response rate). Bean's Synthetic Model of Student Attrition was used to design questions. Nonpersisters were found to differ significantly from persisters in that nonpersisters: were less satisfied with their overall experience at the college, had lower grade point averages, had higher Scholastic Aptitude verbal scores, took fewer credit hours, were less satisfied with their academic performance, had more difficulty doing class work, were more bored in class and did not feel they adjusted well to college, were less positive about their advisers, and had lower job expectations. Discriminate analysis indicated that the model was 96.1% effective in correctly classifying persisters from nonpersisters. The questionnaire is included. (SW)

ED 278 334 HE 020 022

Master Agreement between Detroit College of Business and Detroit College of Business Faculty Association, July 1, 1982-June 30, 1986.

Detroit Coll. of Business, MI.; National Education Association, Washington, D.C.

PUB DATE- 1 Jul 82

NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Personnel Policy; Released Time; Summer Schools; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Unions
IDENTIFIERS- *Detroit College of Business MI; National Education Association; *NEA Contracts; Union Dues

The collective bargaining agreement between Detroit College of Business and Detroit College of Business Faculty Association Chapter (17 full-time faculty members) of the National Education Association covering the period July 1, 1982-June 30, 1986 is presented. Items covered in the agreement include: unit recognition, association relations, department chairpersons and department operations, dismissal of nonprobationary unit members, faculty layoff, layoff of noninstructional staff, acquiring seniority, grievance procedure, employment conditions, probation and continuing contract, salary computation for faculty and noninstructional staff, compensation for summer employment, overload rate, sick leave, personal leave, unpaid leaves of absence, maternity leave, release time and reimbursement for professional improvement, health and hospitalization, insurance, retirement, loan fund, dues deduction and payroll, faculty responsibilities, credit by examination and independent study, college functions, and employee facilities. (SW)

ED 278 414 IR 051 775

Merriam, Elizabeth B.; And Others
Coping with Copyright. Second Edition.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 86
NOTE- 34p.; Revised by M. Elaine Anderson and Ralph Whiting.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); Computer Software; *Copyrights; *Federal Legislation; Guidelines; Interlibrary Loans; *Librarians; Policy; Reprography; *School Districts
IDENTIFIERS- *Copyright Law 1976; Fair Use; National Comm New Tech Uses Copyrighted Works

Intended to help librarians, library media specialists, administrators, and educators better understand the ramifications of the copyright law, Public Law 94-553, this document asks and answers some of the basic questions concerning compliance with the law. Topics covered include definition of the copyright law; scope of copyright protection; implications for public libraries and school districts; fair use; copyright guidelines and their relationship to the law; minimum requirements to be met to be in compliance with the copyright law; contents of public library or school district copyright policies; National Commission on New Technological Uses of Copyrighted Works (CONTU) guidelines; record maintenance and retention; copyright clearance; effect of copyright law on contractual arrangements for purchase of serials or other materials; and effect of copyright law on video recordings and microcomputer software. Appendices provide guidelines for maintaining records of interlibrary photocopying requests and for classroom copying of books and periodicals in not-for-profit educational institutions; guidelines under fair use for music; CONTU guidelines for interlibrary loans; off-air taping guidelines; do's and don'ts for computer software; suggested district policy on software copyright; the ICCE (International Council for Computers in Education) Policy Statement on Network and Multiple Machine Software; and a selected bibliography on copyright information. (KM)

ED 278 428 IR 051 790

Motomatsu, Nancy R.; Newman, Joan A.
Research Goes to School III: Going On-Line with Students.
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Feb 86

NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; *Databases; *Online Searching; Online Vendors; Postsecondary Education; *Search Strategies; Secondary Education; Teaching Guides
IDENTIFIERS- *Bibliographic Retrieval Services

Designed to assist teachers in teaching introductory courses in searching online databases at the adult or secondary level, this manual discusses very basic searching techniques and strategies and is intended to stimulate further study rather than teach in-depth searching skills. Examples in the manual are taken from databases in the Bibliographic Retrieval Services (BRS) system and Datatimes. The rationale and objectives for instruction are presented; the ERIC, ABSTRAX (A400), and Datatimes databases are introduced; specific procedures for going online with BRS and Datatimes are detailed; and factors to be considered before going online are discussed. In addition, two sets of suggested search activities and complete sample searches on seven topics are included, and a 39-item annotated bibliography on student searching is provided. Four appendices include examples of BRS logical operators; a listing of the names, labels, producers, and descriptions of databases available on BRS as of August 1985; a summary of BRS commands, logical operators, and print options; and 20 additional search strategies. (KM)

ED 278 455 JC 870 089

Luesebrink, Marjorie; And Others

CompuEnglish Program: Year End Report, 1985. Progress Report II on Computer English Program. Special Report 85-3.

Irvine Valley Coll., Irvine, CA.

PUB DATE- 85
NOTE- 31p.; For related documents, see JC 870 088-090. Irvine Valley College was formerly Saddleback College North.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; College English; Community Colleges; *Computer Assisted Instruction; Computer Literacy; *Freshman Composition; Microcomputers; Outcomes of Education; Program Development; Program Evaluation; Two Year Colleges; *Word Processing; *Writing Instruction; *Writing Skills

A summary is provided of the activities and outcomes of Irvine Valley College's (IVC's) CompuEnglish Project, a program designed to introduce word processing skills in Freshman Composition classes and assess improvements in student writing. First, introductory material describes efforts in computer-based composition undertaken at other schools, explains IVC's goals in initiating the project, and reviews research findings concerning the types of improvement in student writing associated with computer usage. Section I offers an overview of project activities to date, including: (1) a brief overview of the first efforts to introduce a word processing component as part of the regular curriculum in two classes; (2) plans for the future of the project; (3) a review of 1985 activities, which included training sessions for instructors interested in the program; (4) research results from an extensive tracking program to evaluate the effectiveness of computer assistance in writing, including findings related to unexpectedly great improvements in student writing, student satisfaction, and instructor input; (5) a discussion of program assessment activities; (6) information on equipment, materials, and software; (7) a review of cost considerations; and (8) concluding comments on new products and developments. Section II contains an updated bibliography. (EJV)

ED 278 513 PS 016 342

Pfannenstiel, Judy C.; Seltzer, Dianne A.
New Parents as Teachers Project: Evaluation Report.
Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- 85
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Development; Early Childhood Education; High Risk Persons; *Infants; Parent Attitudes; *Parent Education; Parent Influence; *Program Effectiveness; Program Evaluation; *Social Development; *Toddlers
IDENTIFIERS- *Parents as Teachers

Reported is an evaluation of a program providing information and services to first-time parents and their children from the third trimester of pregnancy until the children were three years of age.

Interventions were designed to provide educational guidance to parents, to make parenting less stressful and more pleasurable, and to help parents become better teachers of their children. Findings indicated that, in contrast to a comparison group, children of participating parents (1) consistently scored significantly higher on measures of intelligence, achievement, auditory comprehension, verbal ability, and language ability and (2) demonstrated significantly more aspects of positive social development. Parents participating in New Parents as Teachers (NPAT) were significantly more likely to have had their child's hearing tested by the age of three years than were parents of comparison children, and were significantly more knowledgeable about child development, the importance of physical stimuli, and about discipline. Additional significant findings were found concerning the relationship between traditional measures of risk and measures of intelligence, achievement, and language development; staff ratings of the quality of parent participation in the NPAT project; frequency of parent participation in home visits; parents' attitudes about the responsiveness of their school district; and participants' satisfaction with project services. Appendixes include 11 data tables plus supplementary materials on the tests and data analysis methods used in the study. (RH)

Harpole, Sandra H.; And Others

An Analysis of Factors Contributing to Achievement in Physics of Secondary Students in Mississippi Schools.

PUB DATE- Nov 86
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Physics; *Predictor Variables; Science Education; *Science Teachers; Secondary Education; *Secondary School Science; Student Characteristics; Teacher Characteristics; Teacher Qualifications
IDENTIFIERS- *Mississippi; *Science Education Research

Designed to examine the factors that contribute to student achievement, this study focused specifically on the relationship between physics achievement and selected teacher characteristics, student characteristics, and school and district characteristics. Questionnaires and attitude surveys were completed by 39 randomly selected Mississippi physics teachers (21 certified, 18 noncertified). To measure achievement in physics, the Mississippi State University Physics Achievement Test was administered to 616 physics students. Data were analyzed to determine the correlation between physics achievement and each of the 26 variables identified in the study. Consideration was also given to which combination of selected variables would serve as the best predictor of achievement in physics. Results indicated that teacher certification in chemistry, number of undergraduate hours in physics, student-reported average school grade of A, and a teaching load which included general science were the best predictors of achievement, collectively accounting for 48.7 percent of the variance. (ML)

ED 278 585 SO 017 694

School Television for Social Studies: A Competency-Based Matrix, Grade 5.

North Carolina State Dept. of Public Instruction, Raleigh.

PUB DATE- Jun 85
NOTE- 196p.; For grades 9-12 and K-3, see SO 017 693 and ED 276 673, respectively.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Grade 5; Instructional Materials; Intermediate Grades; *Learning Activities; *Social Studies; Teaching Guides; Teaching Methods; *Television Curriculum

This matrix keys school films to the social studies competency-based curriculum objectives for grade 5. Three television series are included. Emphasis is placed on geography, people, and the economy, but the themes are also related to history and government. The first series, "Across Cultures," focuses on the people of North America, South America, Asia, and Africa. The second series, "American Legacy," includes 16 programs which cover a wide range of knowledge and skills. Titles of the programs are "Our Federal District," "Seaports and Ships," "New York City: Center of Megalopolis," "Tidewater to Piedmont," "The Tennessee Valley," "Our Bread Basket," "We Make Anything," "By Train or Plane," "A Great River," "Cattle Country," "Storehouse of Minerals," "Our National Parks," "The Problem of Water," "The Northwest," "Our Forty-Ninth State," and "Aloha Hawaii." The third series, "Trade Offs," includes 15 programs which introduce students to basic economic concepts, enhance their decision-making skills, and help them to become better citizens. Each program dramatizes key concepts by drawing upon relevant experiences and by emphasizing thinking and reading skills. Programs 1 through 4 in this third series address the condition of supply and demand. Subsequent programs demonstrate decisions that must be made because of scarcity. Program objectives are found in the teacher's guide and page numbers are given. Specific competency objectives for each program are listed. (APG)

ED 278 245 FL 016 378

Olivier, Louis A.
Using "Off-Air" Television Broadcasts from Non-U.S. Sources--Some Practical Suggestions.
PUB DATE- 85
NOTE- 9p.; In: Gillespie, Junetta B., Ed. Video and Second Language Learning. Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1985; see FL 016 373.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Advertising; Audiovisual Aids; *Classroom Techniques; Documentaries; Foreign Countries; *Foreign Language Films; Learning Activities; *Media Selection; *Programing (Broadcast); Second Language Instruction; Serials; *Television; Television Commercials; Video Equipment

Authentic video documents produced for an audience of native speakers can provide a valuable complement to traditional teaching materials. Foreign language teachers will find the task of choosing materials both enriching and less demanding by working in teams. Practical ways the teacher can use "off-air" materials more effectively are suggested, including information about how to select excerpts, operate playback equipment, and create lesson units. Two specific uses of off-air video are given as examples: a one-hour class based on a commercial and a week-long unit using an eight-minute excerpt from a French-Canadian documentary. (Author/MSE)

ED 278 484 PS 016 282

Child Support: States' Progress in Implementing the 1984 Amendments.

Report to the Chairman, Subcommittee on Public Assistance and Unemployment Compensation, Committee on Ways and Means, House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO-HRD-87-11
PUB DATE- Oct 86
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; *Compliance (Legal); Federal Legislation; *Financial Support; National Surveys; *State Programs
IDENTIFIERS- *Child Support; *Child Support Enforcement Program

Information on the states' progress in implementing 14 provisions of the 1984 Child Support Enforcement Amendments is provided in this report, which also summarizes the states' opinions on the effects of the amendments on five enforcement activities. Responses to questionnaires indicated that, as of March 31, 1986, only Oregon had fully implemented all 14 provisions and only 1 provision had been fully implemented by all states. More states had implemented the six provisions not requiring state legislation than the eight that do. States most commonly reported not implementing one or more of the eight provisions because the required state legislation had not been enacted. All states reporting such information expected enactment by October 1, 1987. Regarding the six provisions not requiring legislation, all states reporting such information expected implementation by December 31, 1986. The most frequently cited reasons for implementation delays were (1) administrative procedures were not developed or in effect or, (2) regarding the annual notices provision, needed changes in the states' automated data processing systems had not been made. Overall, states were more optimistic about the amendments' potential effect on nationwide enforcement than on their own state's enforcement. (RH)

ED 278 498 PS 016 301

Levy, Ann K.

Sociodramatic Play as a Method for Enhancing the Language Performance of Kindergarten Age Students.

PUB DATE- Nov 86
NOTE- 10p.; Paper presented at the Annual Convention of the National Association for the Education of Young Children (Washington, DC, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dramatic Play; *Enrichment Activities; *Kindergarten Children; *Language Acquisition; Language Research; Performance Factors; Primary Education; *Program Effectiveness; *Vocabulary Development

A 35-day applied behavior analysis involving a repeated measure multiple-baseline design across subjects was employed to determine if there was a functional relationship between enriched sociodramatic play and three kindergarten children's language performance. The strategy of the design was to apply the same treatment in sequence across matched subjects exposed to identical environmental conditions. Subjects were selected by matching age, intelligence quotient, ethnic background, and economic status. Six additional children served as playmates for baseline and treatment activities. In the baseline condition, subjects were observed while involved in unstructured play. In the treatment condition, sociodramatic play was enriched through (1) theme-related activities; (2) increased time, space, and props; or (3) facilitation of play. A total of 48 15-minute samples of the three subjects' language during play were audiotaped. Audiotapes were analyzed for vocabulary words specific to the defined theme of play; thought unit length and development (in T-units); total words; words specifying concepts of color, shape, number, quantity, space, and time; and language functions. Findings indicated that a functional relationship exists between sociodramatic play and language performance. (RH)

ED 278 541 SE 047 701

Harlen, Wynne, Comp.
An International Workshop on Primary Science. Report on the Primary Science Workshop Held after the Conference in Science and Technology Education and Future Human Needs (Bangalore, India, August 1985).
Liverpool Univ. (England). School of Education.
SPONS. AGENCY- International Council of Associations for Science Education.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- Nov 86
NOTE- 45p.
AVAILABLE FROM- ICASE, Knapp Hill, South Harting, Petersfield, Surrey GU31 5LR, England ($3.50 single copy, quantity price $2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Objectives; Elementary Education; *Elementary School Science; *Environmental Education; Inservice Teacher Education; International Cooperation; *International Educational Exchange; International Organizations; Primary Education; *Science and Society; Science Education; *Science Instruction; *Teacher Workshops

A conference on science and technology and future human needs was attended by over 300 science educators from 64 countries. Educators with particular interest in primary science and technology education extended their stay for an additional seminar. This report highlights the events of that seminar. Contents include: (1) recent and on-going work in primary science by international organizations (reviewing programs of the International Council of Scientific Unions, UNESCO, and the International Council of Associations for Science Education); (2) workshop events (summarizing topic group reports on the environment; food and agriculture; industry and technology; energy, land, water and mineral resources; health; information technology; and ethics and social responsibility); (3) workshop products (providing ideas on inservice experiences, program construction, and a suitable climate for primary science); and (4) future considerations (identifying educational needs and goals). Appendices include a participant list and examples of student activities. (ML)

ED 278 348 HE 020 036

Agreement between the Regents of the University of Minnesota and the University Education Association, July 1, 1984-June 30, 1987.
Minnesota Univ., Minneapolis.; National Education Association, Washington, D.C.
PUB DATE- 1 Jul 84
NOTE- 112p.; Contains small print. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Graduate Study; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Part Time Faculty; Personnel Policy; *State Universities; Teacher Discipline; Teacher Salaries; Tenure; Unions
IDENTIFIERS- Agency Fees; Dues Checkoff; Faculty Reappointment; National Education Association; *NEA Contracts; Personnel Files; Union Rights; *University of Minnesota

The collective bargaining agreement between the Regents of the University of Minnesota and the University Education Association of the National Education Association, covering the period July 1, 1984-June 30, 1987 is presented. The Association chapter consists of 329 full-time and part-time faculty at the Duluth and Waseca campuses. Items covered in the agreement include: definitions, unit recognition, association and management rights, employee and student rights to freedom from harassment, nondiscrimination, dues checkoff and fair share fee deductions, faculty indemnification, faculty appointment and reappointment, work assignment, graduate study eligibility and leave, academic freedom and responsibility, probationary appointments, promotion and tenure procedures, teaching evaluation, instructional and ancillary workload, employment continuation and rights after layoff, governance, compensation, fringe benefits, leaves of absence, travel, grievance procedure, health and safety, textbooks, office space, personnel files, staff discipline, inventions, professional consulting and other outside activities, no strike/lockout clauses, and employee-sponsored educational materials. (SW)

ED 278 386 IR 012 520

Olson, John; Eaton, Sandra
Case Studies of Microcomputers in the Classroom. Questions for Curriculum and Teacher Education. Education and Technology Series.
Ontario Inst. for Studies in Education, Toronto.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-1635-7; ONO-3566
PUB DATE- 86
NOTE- 174p.
AVAILABLE FROM- Publications Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adoption (Ideas); Board of Education Policy; Case Studies; Change Strategies; *Computer Assisted Instruction; *Computer Literacy; Computer Software; Curriculum Development; Educational Environment; Elementary Secondary Education; Foreign Countries; Instructional Innovation; *Microcomputers; *Teacher Attitudes; *Use Studies
IDENTIFIERS- *Ontario

Teachers participating in a 12-month study investigating teacher response to computer innovation in the classroom reported several factors as influential in determining how computers are incorporated into classroom routines: the support they received; private and public expectations for the teacher and the school; ministry and board guidelines; and the rather unique process of innovation in which the teachers themselves were involved. Working with grades 4 to 10 in eight schools, case studies were compiled that document in detail both how and why individual teachers use computers. Although the schools chosen offered a wide range of computer applications--e.g., using the computer for graphics, for geographical simulations, for special education, for French immersion and for core French--the studies fell into two distinct groups: computers as part of a literacy program, and use of computers as a teaching tool. These two patterns of use differed in goals, learning potential, demands on the teacher, pedagogy, and curriculum implications. Of the two, computer literacy was the most problematic because of its newness and uncertain status as a subject. (DJR)

ED 278 441 JC 870 065

Community Colleges and Economic Development. National Council for Occupational Education Monograph Series, Volume II, Number 3.

American Association of Community and Junior Colleges, Washington, DC. Council for Occupational Education.

PUB DATE- 17 Oct 86

NOTE- 38p.; Report prepared by the Task Force on the Role of Community Colleges in Economic Development of the National Council for Occupational Education.

AVAILABLE FROM- NCOE Executive Director, North Central Technical Institute, 1000 Campus Drive, Wausau, WI 54501 ($3.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College Role; Community Colleges; Cooperative Programs; *Economic Development; Financial Support; Job Training; National Surveys; Questionnaires; *School Business Relationship; *School Community Relationship; *Two Year Colleges

A study was conducted by the National Council of Occupational Education to measure the extent to which community, junior, and technical colleges were engaged in economic development activities. A questionnaire was mailed to 1,144 colleges in March and April of 1986, requesting information on the types of economic development activities performed by the colleges and how important these activities were perceived to be. Study findings, based on a a 37.80% response rate, included the following: (1) 52% of the respondents stated that their colleges evaluated their economic development activities and 86% publicized their involvement; (2) 40% had developed and published mission statements referencing economic development; (3) 35% reported the existence of a policy and procedures for economic development; (4) 47% had designated economic development specialists and 77% encouraged faculty involvement in economic development; (5) 95% had established linkages with economic development agencies; and (6) 69.83% provided "quick start" training of employees of new and expanding businesses and industries. The survey instrument and detailed findings are appended. (LAL)

ED 278 527 RC 016 080

Patterson, Lotsee
Tribal Library Procedures Manual. TRAILS (Training and Assistance for Indian Library Services), September 10, 1985-January 10, 1987.
Oklahoma Univ., Norman. School of Library Science.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.
PUB DATE- Dec 86
NOTE- 112p.; For related document, see RC 016 081. Light, blurred type on a few pages. Best available copy.
CONTRACT- 300-85-0162
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Alaska Natives; American Indian Culture; *American Indian Reservations; American Indians; Card Catalogs; Community Information Services; Community Services; Library Administration; Library Circulation; *Library Collection Development; Library Facilities; *Library Planning; Library Role; *Library Services; Library Technical Processes; *Public Libraries; Reference Services
IDENTIFIERS- *Training and Assistance Indian Library Services

This manual resulted from a 2-year project to improve, develop, and expand public library and information services to American Indians and Alaska Natives. Designed to serve as a guide for tribal and community librarians who may lack professional training, the manual offers descriptions of library services, procedures, and management issues. An introduction discusses the role of the tribal library and additional roles as cultural, archival, and record management centers. Chapters 2-5 describe assessing library/information needs, placing the library in tribal organizational structures, resolutions to establish libraries, funding sources, and role of the library board. Discussion of specific services and procedures includes advice on site selection and floor plans, guidelines/procedures for selection, ordering, receiving, repairing and weeding library collections, simple instructions for cataloging, card production and catalog maintenance. Chapter 6 presents a review of public service functions/activities in reference, circulation, children's and adult services, and archival services. Chapter 7, on library administration, reviews planning, goal setting, policies, staff manuals, volunteers, budgeting, records/statistics, inventory, library hours, public relations, library cooperation, and automation. Appendices include a copy of the tribal needs assessment instrument, a sample selection policy, the public relations guide, and lists of 8 selection aids, and 14 library suppliers/jobbers. Also appended are a list of 208 basic titles (a starter list) for a tribal library collection, and a list of state library agencies. A bibliography lists 41 references. (LFL)

ED 278 571 SE 047 756

Ground Water Quality Protection. State and Local Strategies.
National Academy of Sciences - National Research Council, Washington, DC. Commission on Physical Sciences, Mathematics, and Resources.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
REPORT NO.- ISBN-0-309-03685-2
PUB DATE- 86
NOTE- 324p.
CONTRACT- CR-811815-01-2
AVAILABLE FROM- National Academy Press, 2101 Constitution Ave. NW, Washington, DC 20418 (1-4 copies $24.50; 5-24 copies 15% discount; 25-499 copies 25% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; *Environmental Education; Environmental Influences; *Environmental Standards; Hazardous Materials; Natural Resources; Pesticides; *Pollution; Public Health; Recycling; Solid Wastes; *State Programs; Waste Water; *Water Quality; Water Resources
IDENTIFIERS- *Ground Water

Using regional case studies, this document examines representative programs for dealing with ground water contamination. Section one describes the ground water protection strategy of the U.S. Environmental Protection Agency (EPA); (2) discusses the limited data available for determining the extent of contamination; (3) provides a listing of the states selected for review in this study; and (4) suggests some criteria for effective ground water programs. Section two summarizes the conclusions and recommendations of the study, along with some general findings. Section three provides summaries of the 11 state and local ground water programs that were reviewed. The final section contains state and local strategies to protect ground water, and discusses information collection and management systems, classification systems, ground water quality standards, control of contamination sources, and the implementation of ground water protection programs. Legal information, references, a bibliography, and a list of state and local officials involved in ground water protection is included. (TW)

ED 278 202 EC 191 769

Krause, Fred J.
President's Committee on Mental Retardation: A Historical Review 1966-1985.
President's Committee on Mental Retardation, Washington, D.C.

PUB DATE- 86
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Civil Rights; *Committees; Community Programs; Federal Legislation; Federal Programs; History; *Human Services; *Mental Retardation; Public Relations; *Resource Materials; State Federal Aid; *Welfare Services
IDENTIFIERS- *Presidents Committee on Mental Retardation

Recommendations of the President's Committee on Mental Retardation to encourage collaboration among government, voluntary, individual, community, and private sector efforts are reported in this publication which presents a historical review of the Committee from 1966 through 1986. The background and establishment of the Committee are discussed in the first section, covering appointment of a panel (1961), a national advertising and awareness campaign (1963), a White House Conference (1963), and major legislation for mental retardation planning, program development, and construction (1963). The Committee's initial work (1966-1972) is described in the second section, including information on early leaders, major publications, concern for native Americans, goal setting, and the legal rights movement. The work of the Committee from 1973-1980 is discussed in the third section, covering such areas as White House activities, emphasis on community programs, and prevention of mental retardation. The Committee's current activities are discussed in the final section, including formation of a new committee, addressing rights of mentally retarded persons, and sponsoring activities concerned with the prevention of mental retardation. Appendices present: a list of members of the President's Panel on Mental Retardation; a list of vice chairpersons and executive directors; the executive order establishing the President's Committee on Mental Retardation; statement of goals and accomplishments; a list of committee members; and lists of annual reports and other publications of the committee. (CB)

Boyle, Joseph P.
Student-Based Topic Selection for ESL Courses.
PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Annual Conference of the International Association of Teachers of English as a Foreign Language (20th, Brighton, England, April 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; Curriculum Design; *English (Second Language); Experiential Learning; Foreign Countries; Second Language Instruction; *Student Interests; Student Motivation; Student Role; Surveys; Teacher Student Relationship; *Units of Study
IDENTIFIERS- Chinese University of Hong Kong; Topic Selection

Ninety students in a Hong Kong course in English as a second language were asked to list 20 topics they considered to be of interest for classroom study. The most popular topic areas, in descending order of popularity, were education, the students' home country (Hong Kong), family life, money, human relationships, marriage, nationalism and internationalism, crime, morality, women's role, politics, the supernatural, science and the future, health, and social problems. The students also indicated a wide variety of subtopics. The suggestions were surprising to their teachers, both in choice of topic area and in emphasis within topic area, and yielded important information about the interest of the students. A number of topics included in previous courses were left out of the students' choices. The technique can be useful to teachers as a way of knowing what will be of interest to a particular student group. (MSE)

ED 278 231 FL 016 363

Maley, Alan
"I Got Religion!"--Evangelism in Language Teaching.

PUB DATE- 83
NOTE- 9p.; In: Savignon, Sandra J., Ed. and Berns, Margie S., Ed. Communicative Language Teaching: Where Are We Going? Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1983; see FL 016 358.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- *Affective Objectives; Communicative Competence (Languages); *Educational Trends; Group Dynamics; Humanistic Education; *Language Teachers; Learning Strategies; Play; Second Language Instruction; Student Role; *Teacher Attitudes; Teacher Role; *Teaching Methods

There is a risk of second language teachers becoming emotionally overcharged about innovative methods and techniques. Innovators promoting particular methods often claim comprehensive answers to instructional problems, and in spite of an apparent concern for scientific respectability, new approaches take on some characteristics of religious movements. But panaceas do not exist, and pedagogical movements should be kept in perspective. Among the positive results of new approaches are changes in the roles of teacher and learner, emphasis on group supportiveness, relaxation and reduction of threat to the learner, realization of the hidden capacity of the human brain, enhancement of the role of play in learning, changes in attitudes about error, emphasis on building inner learner criteria, and recognition of the value of creative silence. However, some of the approaches are also contradictory or inconsistent. Teachers must learn to exercise independent judgment about teaching methods and not accept them wholesale. (MSE)

ED 278 277 FL 016 437

Japan Association of Language Teachers Journal (JALT). 1982-1984.
Japan Association of Language Teachers, Okinawa.
PUB DATE- 82
NOTE- 486p.; JALT is issued irregularly, but at least once annually. Editorial offices change frequently, consult latest issue.
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Classroom Techniques; *Communicative Competence (Languages); English; *English (Second Language); Higher Education; *Japanese; Language Fluency; Language Proficiency; Language Tests; *Reading Instruction; *Second Language Instruction; *Second Language Learning; Sign Language; Speech Skills; *Teacher Education; Uncommonly Taught Languages; *Writing Instruction
IDENTIFIERS- Fries (C C); *Japan; Nelson Denny Reading Test

This compilation of four issues of the Japan Association of Language Teachers Journal (JALT) covers the years 1982-1984. The four issues contain a total of 21 articles, as follows: "Communicative Needs in Foreign Language Learning" (Jack C. Richards); "Language Proficiency Interview Testing" (David J. Keitges); "Speculations into the Distributive Function of Consonants and Vowels in English and Japanese" (Mamoru Kinjo); "Impromptu Speaking as a Tool To Improve Non-native Speakers' Fluency in English" (Don Henderson); "Improving Reading Speed in Readers of English as a Second Language" (Wesley Richard); "The Effects of Direct and Heuristic Correction on First Year Level College Composition" (Steven Ross). "Rhetorical Patterns Extant in the English Compositions of Japanese Students" (Machiko Achiba, Yasuaki Kuromiya); "The Enigma of Reading Comprehension" (Yeghia Aslanian); "Time and Space With Community Language Learning" (Paul G. La Foreg); "Macro-Analysis: A Technique for Helping Japanese Students of English To Cope with the Culture Barrier" (Kathryn T. Mizuno); "Sentence Combining and the Teaching of Writing in the ESL/FL Classroom: Theory, Research, and Practice" (Ian Shortreed, Curtis Hart Kelly); "Typical Errors in English Made by Japanese ESL Students" (William H. Bryant); "The Nelson-Denny Reading Test: Fair Measure for Non-native Speakers" (Mary Heise); "A Comparative Analysis of the Invitational Speeches at Baden-Baden by Nagoya and Seoul for the 1988 International Olympics: A Case Study in International Discourse" (Teruyuki Kume); "Measuring Writing Proficiency of College ESL Students" (Ho-Peng Lim); "Sign Language in ESOL" (Masayo Yamamoto); "Training ESOL Teachers: The Need for Needs Assessment" (Jack Richards, Nobuyuki Hino); "The Normative Bases of Needs Assessment in Applied Linguistics" (Richard Berwick); "ESL Theory and the Fries Legacy" (Joan Morley, Betty Wallace Robinett, Larry Selinker, Devon Woods); and "Understanding Refugee Second Language Learning" (Howard H. Kleinmann). (MSE)

ED 278 291 HE 019 957

Allen, David F.
Student Housing Evaluation: Executive Summary. Spring 1985.
North Carolina Univ., Wilmington. Div. of Student Affairs.
REPORT NO.- RB-DOS-09-20-85
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; *College Housing; *College Students; *Dormitories; Group Experience; Higher Education; Institutional Research; Living Learning Centers; *On Campus Students; Peer Relationship; Questionnaires; *Resident Advisers; School Personnel; *Student Attitudes
IDENTIFIERS- *University of North Carolina Wilmington

Results of a survey of residential students at the University of North Carolina, Wilmington, are presented, along with recommendations based on the findings. The Student Housing Evaluation was designed to assess student attitudes about the university's housing policy, facilities, and staff. The 610 respondents (46% response rate) consisted of a disproportionate number of white students and freshmen. While 81% planned to return to school in the fall, 35% of these students planned to change campus residence. Findings include: 91% believed housing helped them develop friendships, 59% preferred to study in their rooms, 43% felt noise was not a problem, 73% said they were active in making their living area a good place to live and 77% had attended residence programs. Recommendations include: proportionately distributing freshmen across all living areas; providing living/learning environments that promote student development; integrating evaluation results into the training of residence staff; and enforcing living area quiet hours. The questionnaire is included. (SW)

ED 278 306 HE 019 975

Improving University Teaching. Volume II and Volume III: Contributed Papers. International Conference (11th, Utrecht, The Netherlands, July 2-5, 1985).
Maryland Univ., College Park. Univ. Coll.; Utrecht State Univ., The Netherlands.
PUB DATE- Jul 85
NOTE- 814p.; Document contains small print. For other volumes in this series, see HE 019 974-976.
AVAILABLE FROM- University of Maryland, University College, University Boulevard at Adelphi Road, College Park, MD 20742 ($40.00 for four volumes).
LANGUAGE- English
EDRS Price - MF05/PC33 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Burnout; *College Faculty; *College Instruction; College Planning; Computer Assisted Instruction; Curriculum Development; Distance Education; Educational Technology; *Faculty Development; Faculty Evaluation; Higher Education; Independent Study; *Instructional Improvement; Personnel Policy; Stress Variables; Student Attitudes; *Teacher Effectiveness; Teacher Motivation;

Values Education; Writing Instruction

Eighty papers from a 1985 international conference on improving university teaching are presented. Topics include the following: personality problems of students; using computers in teaching; burnout, stress, and renewal of academic staff; improving teaching by evaluating teachers; teaching writing; curriculum development in management and applied sociology; students' conceptions of learning and thinking; new approaches to curriculum development; computer training and networking; increasing students' involvement in learning; faculty motivation and personnel policies; institutional planning and evaluation; problems of individual student differences in background; teaching learning and thinking; evaluations of computer-assisted learning; independent study and distance learning; teaching values and attitudes; and more perspectives on faculty development. (SW)

ED 278 320 HE 020 003

Goodchild, Lester F., Ed.; Stanton, Charles M., Ed.
History of Higher Education Newsletter. Vol. 6, Nos. 1 & 2, Fall 1985 and Vol. 7, Nos. 1 & 2, Spring/Fall 1986.
Association for the Study of Higher Education.
PUB DATE- 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Bibliographies (131)
DESCRIPTORS- Case Studies; *College Curriculum; Conferences; Doctoral Dissertations; *Educational History; Educational Research; *Higher Education; *Institutional Characteristics; Medical Education; *Postsecondary Education as a Field of Study

Fall 1985 and Spring/Fall 1986 issues of the History of Higher Education Newsletter are presented. Contents of the two issues include: comments by Lester F. Goodchild on George Keller's article on research about higher education that appeared in 1985 in "Change" magazine; a guest editorial by Lewis B. Mayhew on the field of higher education; a discussion on the evolution of the book "Learning to Heal," by the author Kenneth Ludmerer, based on his observations about learning approaches in medical education and practice; a list of 88 dissertations related to the history of higher education between 1984 and 1985; descriptions of the history of higher education sessions at the 1985 and 1986 meetings of the Association of Higher Education (ASHE), as well as history of higher education papers scheduled for presentation at the 1987 meetings of ASHE and the American Educational Research Association; new book announcements; information about the "History of Higher Education Annual"; and a bibliography of research on the history of higher education from January 1984 to November 1985, including books and articles on institutional histories, curriculum, and general and topical issues. (SW)

ED 278 361 IR 012 467

Gray, Wayne D.; And Others
Smart Technology for Training: Promise and Current Status. Research Report 1412.
Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
REPORT NO.- ARI-RR-1412
PUB DATE- Mar 85
NOTE- 23p.
AVAILABLE FROM- U.S. Army Research Institute for the Behavioral and Social Sciences, PERI-POT, 5001 Eisenhower Avenue, Alexandria, VA 22333-5600.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Psychology; *Computer Assisted Instruction; *Computer Science; Engineering Education; Instructional Development; Military Training; Problem Solving; *Research and Development; *Technical Education
IDENTIFIERS- *Army; *Intelligent Tutoring Systems

Intended for use by managers and developers of Army training, this report provides an introduction to "smart technology," which represents the application of cognitive and computer science to Army training problems. Differences between "intelligent tutors"--a major component of smart technology--and conventional computer-assisted instruction (CAI) are discussed, with emphasis on the current status of intelligent CAI. Abstract concepts from cognitive and computer science are discussed in the context of specific projects that represent both the long-term promise and the current status of smart technology: (1) the exploratory development of a prototype smart tutor to train high-level diagnostic and troubleshooting skills for repair of a complex reprographics system; (2) development of a smart tutor to train technicians in maintenance of an Army radar system; and (3) the development and implementation of CAI courseware for the U.S. Army Engineer School that takes advantage of both current knowledge of human learning and more advanced computer technology than is employed in conventional CAI. Also discussed are efforts to replace some obstacles to learning that are embedded in conventional technical instruction with embedded facilitators, which include the creation of problem-solving contexts. It is anticipated that this application will produce a stream of smart facilitators that can be embedded in PLATO or any conventional CAI. An outline of projected efforts by the Army Research Institute (ARI) to make smart technology a standard tool of the Army training community concludes this report. Thirteen references are listed. (BBM)

Babin, Patrick; And Others
The Overhead Projector = Le Retroprojecteur.
Ottawa Univ. (Ontario).
REPORT NO.- ISBN-0-92057-00-9
PUB DATE- 85
NOTE- 41p.; Paper presented at the Annual Conference of the Society for Teaching and Learning in Higher Education (6th, Guelph, Ontario, Canada, June 22-25, 1986).
LANGUAGE- English; French
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Foreign Countries; Guidelines; Illustrations; *Material Development; *Overhead Projectors; *Production Techniques; *Teaching Methods; Visual Aids
IDENTIFIERS- *Equipment Operation; University of Ottawa (Canada)

This guide is designed to provide educators with basic information on both the proper utilization of the overhead projector and the preparation of good visual materials. Focusing on the mechanical aspects, the first section briefly outlines how to handle problems with the projector lamp, and provides information on general maintenance, proper projector positioning, and how to conduct a trial run. In the second section, instructions for using the screen emphasize proper placement to avoid image distortion, and two diagrams illustrate best and poor screen-projector arrangements. The third section discusses types and preparation of transparencies, including the use of markers and professional artists; transparency lettering and layout; legibility; and storage. Concerned with the actual presentation, the final section suggests techniques for: (1) focusing student attention in the proper place; (2) using acetates and overlays effectively; (3) soliciting student involvement; and (4) controlling both the visual materials and the audience. The guide is illustrated throughout, and an eight-item bibliography is provided. Both English and French versions of this guide are included in this document. (DJR)

Daval, Nicola, Ed.
Research Libraries: Measurement, Management, Marketing. Minutes of the Meeting of the Association of Research Libraries (108th, Minneapolis, Minnesota, May 1-2, 1986).
Association of Research Libraries, Washington, D.C.
PUB DATE- 86
NOTE- 167p.; Some tables contain small, broken type. For the minutes of 107th meeting, see ED 270 120.
AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Ave. NW, Washington, DC 20036 (ARL members $9.00; nonmembers $15.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Conferences; *Data Collection; Data Interpretation; Decision Making; Information Utilization; *Library Administration; Library Associations; *Library Statistics; Position Papers; *Research Libraries
IDENTIFIERS- *Association of Research Libraries

Program presentations on issues related to the use of statistics by research libraries and business meeting minutes are combined in this report from the Association of Research Libraries (ARL). The full text is provided for the three papers on the program theme that were presented at the meeting: (1) "Information to Manage--The Economics of Research Libraries" (Martin M. Cummings); (2) "Data for Management's Decision Making" (William N. Hubbard); and (3) "On the ARL Library Index" (Kendon L. Stubbs). Remarks by Gordon Fretwell on the ARL Salary Survey and the group discussion that followed are also included, as well as a panel discussion on the

use of data for management and research by Paul B. Kantor, Paul Peters, and Millicent D. Abell. Business meeting coverage includes reports from: (1) the ARL President; (2) the ARL Executive Director; (3) the Office of Management Studies; (4) the Office of Educational Research and Improvement; (5) the Council on Library Resources; (6) the Committee on Bibliographic Control; and (7) the Committee on Collection Development. The ARL Library Index and the ARL Recon Project are also discussed. Appendices provide background information for the reports; status reports for the ARL Office and Office of Management Studies (OMS); excerpts from the OMS annual report; lists of meeting participants, members of the ARL board, task forces, and committees, and member libraries. (KM)

ED 278 415 IR 051 776

Long, Sarah P.
The Effect of Face-Front Display on the Circulation of Books in a Public Library.
PUB DATE- 86
NOTE- 19p.; M.L.S. Thesis, University of North Carolina at Greensboro.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Analysis of Variance; Hypothesis Testing; *Improvement; *Library Circulation; Library Research; *Marketing; *Public Libraries; Use Studies
IDENTIFIERS- Browsing; *Shelving Practices

This study considers the theories of impulse buying in an examination of the effects on circulation of library books when books are displayed face front (with all or most of the book jacket showing) as opposed to spine front. Reviews of the literature on consumer behavior and on library displays support the hypothesis of this study, i.e., that libraries can benefit from the techniques used in retail marketing to boost the circulation of all types of books. Conducted at the Parkwood Branch of the Durham Public Library in North Carolina, the 2-month-long research project used the four-cell pretest-posttest pattern to examine circulation as related to face-front or spine-front display of 300 books located in the Adult Current Fiction section. A comparison of circulation of the control group (displayed spine-front) and the experimental group (displayed face-front) using analysis of variance (ANOVA) showed a significant difference in both average number of circulations and weekly circulation figures between the two groups during the posttest period, implying that the experimental variable of face-front display was associated with the circulation increase. It is concluded that information consumers are influenced by the same marketing techniques as retail consumers. (KM)

ED 278 469 PS 016 221

Willis, Charles L.
What Students Would Tell Their Friends about Their Unusually Successful Elementary School.
PUB DATE- 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Elementary Education; *Elementary Schools; *Elementary School Students; Informal Assessment; *Institutional Characteristics; *Schools; *Student Attitudes
IDENTIFIERS- Department of Education; Elementary School Recognition Program (ED)

Reported are highlights of elementary school students' responses to the question: "What good things would you tell your friends about this school?" Students were enrolled in eight unusually successful elementary schools participating in the U.S. Department of Education's 1985-86 Elementary School Recognition Program. Composed of 6 to 12 members, student groups included at least one representative from each grade level, including kindergarten. Schools varied in size of student population, racial mix, percentage of low income families, and population characteristics of the community. (RH)

ED 278 556 SE 047 720

Massey, Ann
The Effects of Using Algebra Notecards on Algebra Achievement of College Students.
PUB DATE- 16 May 86
NOTE- 22p.; Paper presented at the Annual Education Colloquium (11th, Pittsburgh, PA, May 16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; Cognitive Style; *College Mathematics; Conference Papers; Higher Education; *Mathematics Instruction; *Problem Solving; *Review (Reexamination); Student Characteristics; Study Skills; *Teaching Methods

The effect on algebra achievement of college students of using a specific study method, algebra notecards, was examined. Whether achievement differed for adult learners and traditional college students, and the interaction between the study method and the status of the learner were also investigated. The research was conducted at the University of Pittsburgh with an evening college algebra class. Students were randomly assigned to seven problem-solving sessions, with four groups using notecards and three groups not using notecards. Notecards were distributed eight times, after material had been explained in lectures. During free moments, students were to randomly deal a card and analyze or solve the problems on it. Based on the criterion of reported use of the notecards two or more times, the number in the experimental group was cut from 71 members to 47: 35 traditional students and 12 adult learners. The control group consisted of 50 members: 38 traditional students and 12 adult learners. No significant differences were found between the algebra achievement of those using or not using notecards, between adult and traditional students, or between study method and learner status. Attendance apathy was discussed. (MNS)

ED 278 246 FL 016 379

Danahy, Michael
TV or Not TV?
PUB DATE- 85
NOTE- 8p.; In: Gillespie, Junetta B., Ed. Video and Second Language Learning. Urbana, Language Learning Laboratory, University of Illinois at at Urbana-Champaign, 1985; see FL 016 373.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Audiolingual Skills; Audiovisual Aids; Classroom Techniques; Communication Skills; Cultural Education; *Educational Television; French; Language Proficiency; Learning Modules; *Media Selection; *Pantomime; Second Language Instruction; *Television; *Videotape Recordings
IDENTIFIERS- *Inaudible Television

Three ways of using video cassettes in second language instruction include: commercially produced culture capsules, the "Speakeasy" series from the British Broadcasting Corporation, and videos locally recorded off-air. The advantages of using each of these materials types are outlined, and specific techniques for integrating them into classroom instruction are suggested.

Theoretical justifications for the use of videocassettes are explained. Video provides valuable redundancy for the foreign language learner and gives the sense that foreign language communication is relevant to today's technological society. (MSE)

ED 278 262 FL 016 401

Willetts, Karen F., Ed.
Integrating Language and Content Instruction. Proceedings of the Seminar (Washington, DC, January 6, 1986).
California Univ., Los Angeles. Center for Language Education and Research.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- ER5
PUB DATE- 86
NOTE- 64p.; Proceedings from a seminar at the Center for Applied Linguistics (Washington, DC, January 6, 1986.)
CONTRACT- 400-85-1010
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Bilingual Education Programs; Chinese; Content Area Reading; Content Area Writing; Curriculum Design; Curriculum Guides; Elementary Secondary Education; *English (Second Language); Evaluation Criteria; French; Immersion Programs; *Instructional Materials; Korean; *Language of Instruction; Portuguese; Program Descriptions; *Second Language Instruction; Spanish; Tagalog; *Teacher Education; *Teaching Methods; Textbooks; Uncommonly Taught Languages; Vietnamese
IDENTIFIERS- *Content Area Teaching; Hmong (Language)

The proceedings of a seminar on integrating language instruction and academic content instruction include: two presentations surveying the current state of the art in content-based language instruction ("Language and Content Learning: Finding Common Ground," by Bernard Mohan and "Integrating Content and Language Instruction," by Helena Anderson Curtain); summaries of four sessions geared to different languages and levels of instruction (elementary or secondary grades, and English or foreign languages); an overview of critical concerns in the content-based instruction, and summary remarks by G. Richard Tucker. Descriptions of ten content-based programs represented in the presentations and a list of resources in the field are appended. (MSE)

University of Detroit and the University of Detroit Professors' Union Affiliated with the MEA/NEA. Collective Bargaining Agreement, January 15, 1985-August 15,1986.

Detroit Univ., Mich.; National Education Association, Washington, D.C.

PUB DATE- 15 Jun 85
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Librarians; Nontenured Faculty; Personnel Policy; Teacher Discipline; Teacher Retirement; Teacher Salaries; Tenure; Unions
IDENTIFIERS- Dues Checkoff; Michigan Education Association; National Education Association; *NEA Contracts; *University of Detroit MI

The collective bargaining agreement between the University of Detroit and the University of Detroit Professors' Union (183 members), an affiliate of the National Education Association and the Michigan Education Association, covering the period January 15, 1985-August 15, 1986 is presented. Items covered in the agreement include: unit recognition; dues/fees checkoff; union use of facilities and computer time; management rights; academic freedom; academic responsibilities; probationary period; promotion and tenure of faculty, librarians, and nontenured staff; tenured employment; retirement; discipline and discharge; workload and professional responsibilities; outside work; layoff and recall; grievance and arbitration procedures; minimum salaries; salary adjustments for 1985-1986; chairperson/area coordinator salary for additional service; special term teaching; overload assignment; employment benefits; personal and professional leaves; employee health and safety; professional supplies and services; employee travel and reimbursement; parking; publication assistance; employee use of athletic facilities; layover privileges; and no strike/lockout clause. (SW)

Bencivenga, James J.; And Others
ERIC Redesign. Papers Issued for Public Comment. 1986-1987.
Educational Resources Information Center (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Information Dissemination; *Information Needs; Information Networks; Information Services; Information Systems; Information Utilization; *Needs Assessment; Position Papers; Systems Analysis
IDENTIFIERS- *ERIC

This compilation consists of various letters and documents issued for public comment during 1986-1987 by the Office of Educational Research and Improvement (OERI) of the U.S. Department of Education, during its examination of the Educational Resources Information Center (ERIC) system to determine any needed changes and improvements. This compilation includes only the material that was distributed for public comment. It does not include the minutes of meetings of advisory groups formed during 1986 to study ERIC, the background papers that were prepared to stimulate internal discussion, or the many letter reactions that were received from the field in response to these public announcements. The components of this package are: (1) "ERIC in Its Third Decade" (a statement of principles); (2) "Domains or Scope Areas to Be Included in the ERIC System"; and (3) "Summary of the Educational Resources Information Center (ERIC) Redesign" (an implementation paper). Appended to the third component are two position papers: (1) "Access ERIC" (including "ERIC Partners"), by John Collins; and (2) "Adjunct Clearinghouses," by Elizabeth Payer. Except insofar as they may be modified by further public comment or congressional action, it is OERI's intent to proceed to modify ERIC along the lines described in these documents. These changes involve: (1) Merging the Clearinghouses on Teacher Education and Counseling and Personnel Services into a "School Professionals" Clearinghouse; (2) Changing the names of seven Clearinghouses; (3) adding a Clearinghouse on "Education Statistics," to be located within the Center for Education Statistics (CES); (4) Initiatng a new ERIC system component called "ACCESS ERIC" to concentrate on marketing, promotion, advertising, public relations, training, system-wide information analysis products, and liaison with other information systems; (5) Initiating a formal users' group to be called "ERIC Partners"; (6) Initiating a new kind of "Adjunct Clearinghouse" that will, at no cost to ERIC, acquire and process for ERIC the educational literature in the distinctive areas (e.g., art) in which their host organizations may have a special interest. (AA)

ED 278 514 RC 016 006

Guinn, Bobby; Crofts, Alfred
Growth of Mexican-American Children in South Texas.
PUB DATE- 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Body Height; *Body Weight; Change Agents; Comparative Analysis; Females; Influences; Longitudinal Studies; Low Income Groups; Males; *Mexican Americans; Physical Characteristics; *Physical Development; Preadolescents; Sex Differences; Test Norms
IDENTIFIERS- Texas (Brownsville); *Texas (South)
Height, weight, and triceps skinfold were measured in 1,680 Mexican American children, 10 through 14 years of age, from the Lower Rio Grande Valley (LRGV) region of Texas. Study sample measurements were compared to those gathered in 1972 involving LRGV Mexican American children as well as National Center for Health Statistics (NCHS) reference data for American children. Independent t tests were used to determine the significance of differences between the study sample and the two comparison groups. Among the boys, for all ages, significant (.01) increases existed between the study sample and 1972 measurements with significantly greater (.01) triceps skinfold than NCHS data. Girls' height, weight, and weight/height ratio increased significantly (.01 to .05) for all ages from 1972, but triceps were significantly greater among only the 10 and 11 year olds. No significant triceps differences existed between study group girls and NCHS data. Results indicated considerable growth and increased adiposity among Mexican American children in the past decade with current levels comparing favorably to NCHS norms. Based on the results, it was concluded that these increases over the period studied were due to some form of dietary intervention rather than ethnic-genetic factors. (Author/NEC)

ED 278 349 HE 020 037

Collective Bargaining Agreement between the Board of Trustees for the Nebraska State Colleges and State College Education Association/NEA, 1983-June 30, 1986.

National Education Association, Washington, D.C.; Nebraska State Colleges, Lincoln.

PUB DATE- 83

NOTE- 16p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Academic Rank (Professional); Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Nontenured Faculty; Personnel Policy; *State Colleges; Summer Schools; Teacher Salaries; Tenure; Unions

IDENTIFIERS- National Education Association; *NEA Contracts; *Nebraska State Board of Trustees; Tuition Benefit Programs

The collective bargaining agreement between the Board of Trustees for the Nebraska State Colleges and the State College Education Association Chapter (400 members) of the National Education Association covering the period 1983-June 30, 1986 is presented. Items covered in the agreement include: unit recognition, nondiscrimination, grievance and arbitration procedure, starting salaries by rank, faculty salary increases in case of rank promotions, salary increases for faculty earning new doctorates, compensation for overload and summer sessions, fringe benefits, tuition remission to spouse and dependent children, use of facilities and services, association activities, reduction in force, criteria for layoff of employees, payroll deductions, tenure, and dismissal of tenured and nontenured faculty members. Minimum faculty salaries by rank are indicated for 1983-1984, 1984-1985, and 1986-1987. (SW)

ED 278 442 JC 870 070

Winchell, Anne
New Start Program Report: September 1985-June, 1986.
Kingsborough Community Coll., Brooklyn, N.Y.
PUB DATE- 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *College Transfer Students; Community Colleges; *Educational Counseling; *High Risk Students; Program Descriptions; Student Recruitment; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Reverse Transfer Students

In 1985, the New Start Program was initiated at Kingsborough Community College (KCC) to encourage and assist students in academic difficulty at Brooklyn College (BC) in transferring to KCC. With the cooperation of BC's president, a letter was sent to several hundred students who were about to be dismissed from the college, inviting them to attend a KCC orientation and apply for September admission as students in good standing with up to 30 units in credit. They were assigned a counselor to help them to adjust and to monitor their progress. During the first year of the program, 63 former BC students enrolled at KCC, and exhibited high rates of retention and credit completion. Of the 51 fall 1985 entrants, 47 completed their first semester and 43 returned the following spring. Nearly half of the group had perfect rates of course completion for the year, earning a mean grade point average of 2.39. By June 1986, six had been awarded associate degrees and had been accepted to senior colleges. Possible explanations of the students' success at KCC include: (1) initially high levels of academic ability; (2) motivational and developmental progress; and (3) the supportive characteristics of KCC. (Author/EJV)

ED 278 456 JC 870 090

Luesebrink, Marjorie; And Others

CompuEnglish Project: English 1A Workbook.

Saddleback Coll., Irvine, CA. North Campus.
PUB DATE- 86
NOTE- 36p.; For related documents, see JC 870 089-090. Saddleback College North has changed its name to Irvine Valley College.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *College English; Community Colleges; *Computer Assisted Instruction; *Computer Literacy; Computer Software; *English Instruction; Freshman Composition; Instructional Materials; Microcomputers; Two Year Colleges; *Word Processing; *Writing Exercises

Designed to be used as a reference and guide for students enrolled in the CompuEnglish Program at Saddleback College North (SCN) in California, this workbook introduces word processing skills that can be used to write better compositions for English and other classes. The workbook contains a copy of the syllabus used in SCN's Freshman Composition class, directions for using the software package, VolksWriter, and commands needed for work with Grammatik and the Random House Proofreader programs. Five computer lab assignments are included, covering the following: (1) an introduction to the IBM PC and Volkswriter word processing application software; (2) formatting disks, keyboarding, revising, storing, and printing a document; (3) revising the document format, storing the format, and printing a document using the appropriate format; (4) using the Random House Proofreader to check spelling errors; and (5) using Grammatik to analyze grammar and word usage. Learning objectives and lab assignments are outlined for each computer assignment. (EJV)

ED 278 470 PS 016 225

Gnezda, Terry; Robison, Susan
State Approaches to Early Childhood Education.
National Conference of State Legislatures, Denver, CO.
PUB DATE- Oct 86
NOTE- 18p.
AVAILABLE FROM- National Conference of State Legislatures, 1050 17th Street, Suite 2100, Denver, CO 80265 ($5.00; 10% discount on orders of 10 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; *Educational Legislation; *Educational Policy; *Preschool Education; *Program Development; Standards; *State Programs
IDENTIFIERS- California; District of Columbia; Florida; Illinois; Louisiana; Maine; Maryland; Massachusetts; Michigan; New Jersey; New York; Ohio; Oklahoma; Pennsylvania; *Program Characteristics; South Carolina; Texas; Washington

This legislative report presents the findings of a 1986 telephone survey of states that have enacted state-funded pre-kindergarten early childhood education programs. The survey was designed to collect data related to the legislative authority, intent, and oversight of the early childhood education programs and to gain information on the characteristics of program implementation. Among the implementation factors included in the survey were administrative structure, funding mechanisms and levels, mandated program components, and teacher qualifications. In addition to the District of Columbia, the states surveyed were: California, Florida, Illinois, Louisiana, Maine, Maryland, Massachusetts, Michigan, New Jersey, New York, Ohio, Oklahoma, Pennsysvania, South Carolina, Texas, and Washington. At the time the survey was conducted, the extent of implementation of early childhood education programs varied considerably by state. A chart of the findings is appended along with a table indicating the variation in program implementation across states. (RH)

ED 278 485 PS 016 283

Child Support Enforcement (9th Annual Report to Congress for the Period Ending September 30, 1984).

Office of Child Support Enforcement (DHHS), Washington, DC.

REPORT NO.- CSE-85-0001
PUB DATE- Dec 84
NOTE- 169p.
AVAILABLE FROM- National Reference Center, Office of Child Support Enforcement, 6110 Executive Blvd., Room 820, Rockville, MD 20852 (no price quoted).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - General (140) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audits (Verification); *Child Welfare; Demonstration Programs; Federal Programs; *Financial Support; Glossaries; *Parent Responsibility; Program Descriptions; Research Projects; Resource Materials; State Programs
IDENTIFIERS- *Child Support; Child Support Enforcement Amendments 1984; *Child Support Enforcement Program; Legislative History

Described in this report are fiscal year 1984 activities of the Child Support Enforcement (CSE) program, a program established in 1975 as part D of title IV of the Social Security Act. Following an executive summary, chapter I describes the mission and organization of the CSE. Chapter II reviews the child support enforcement amendments of 1984, and chapter III reports regulations and action transmittals. Chapter IV describes research and demonstration projects funded in fiscal year 1984. Federal program activities are reported in chapter V, including the Federal Tax Refund Offset Program, the Federal Parent Locator Service, the Office of Child Support Enforcement's Management Information System/Decision Support System, training and technical assistance, the Uniform Program Improvement Project, the State Systems Development and ADP Equipment Acquisition, and the Urban Assistance Initiative. Chapter VI reports on the program audit, describing financial and statistical systems reviews, program compliance, the Federal Tax Refund Offset Project, and financial audits. The concluding chapters, chapters VII and VIII, focus, respectively, on State IV-D programs, fiscal year 1984 activities and accomplishments, and State financial and program data. Appendices provide a legislative history, a list of related publications which are available at no cost, a list of Federal parent locator sources, and a glossary of financial and statistical terms. (RH)

ED 278 499 PS 016 303

Schunk, Dale H.; And Others
Peer Models: Effects on Children's Achievement Behaviors.
PUB DATE- Aug 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Classroom Research; *Coping; Elementary Education; Elementary School Students; Fractions; Mathematics Skills; *Peer Influence; Performance Factors; *Role Models; Sex Differences; *Time Factors (Learning); Underachievement
IDENTIFIERS- *Mastery Model; *Self Efficacy

This experiment investigated how sex of model and type of modeled behavior influenced achievement outcomes among elementary school children who had experienced difficulties learning mathematical skills in school. Children observed either a same- or opposite-sex peer model demonstrate either rapid (mastery model) or gradual (coping model) acquisition of skill in calculating with fractions. Findings indicated that observing the coping model led to higher self-efficacy, skill, and training performance. Children who observed coping models judged themselves more similar in competence to the models than did subjects who observed mastery models. Sex of model did not differentially affect achievement behaviors, and the sex of model x sex of subjects interaction was nonsignificant. Thirty-six references are provided. (Author/RH)

ED 278 542 SE 047 702

Richter, Bernice, Comp.; Wenzel, Duane, Comp.
The Museum of Science and Industry Basic List of Children's Science Books, 1986.
American Library Association, Chicago, Ill.
REPORT NO.- ISBN-0-8389-0465-3
PUB DATE- 86
NOTE- 82p.; For the Basic List, see ED 265 067.
AVAILABLE FROM- Museum of Science and Industry, Museum Store, 57th Street and Lake Shore Drive, Chicago, IL ($6.95 plus $1.50 postage and handling; $0.50 additional per quantity volume).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Animals; *Biological Sciences; Books; *Childrens Literature; Computer Science; Elementary Education; *Elementary School Science; Engineering; Environmental Education; Mathematics; Physical Environment; *Physical Sciences; Reference Materials; *Resource Materials; Science Education; *Science Materials; Technology

This first supplement to the Museum of Science and Industry Basic List of Children's Science Books contains books received for the museum's 13th annual children's science book fair. Children's science books are listed under these headings: animals; astronomy; aviation and space; biography; careers; earth sciences; environment/conservation; fiction; general science; life sciences; marine life; mathematics/computer science; medical/health sciences; physics/chemistry; plant life; and technology/engineering. Each entry contains: (1) a complete bibliographic description of the item, including author(s), title, publisher, publication date and current cost; (2) content summary; (3) reading level; (4) rating symbol that represents an editorial judgment of the book's usefulness; and, when available, (5) citations to further publications with additional reviews. Information on how to use the book and comments on the rating symbols are presented in the introductory section. Appendices contain a directory of publishers, an annotated list of sourcebooks for adults and science magazines and review journals. Author and title indexes are also included. (ML)

ED 278 586 SO 017 728

Meese, Edwin III
The Law of the Constitution: A Bicentennial Lecture.
Department of Justice, Washington, D.C.

PUB DATE- 86
NOTE- 18p.; Paper presented at the Citizen's Forum on the Bicentennial of the Constitution (New Orleans, LA, October 21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; *Constitutional History; *Constitutional Law; Court Litigation; *Court Role; *Courts; Federal Government; Governmental Structure; *Legal Education (Professions); Social Studies; United States History
IDENTIFIERS- *United States Constitution

This paper discusses the distinction between the Constitution and constitutional law. The Constitution is the fundamental law of the United States. It creates the institutions of government, enumerates the powers of these institutions, and delineates areas government may not enter. The Constitution is the instrument by which the consent of the governed is transformed into a government. Constitutional law is that body of law which has resulted from the Supreme Court's adjudications involving disputes over constitutional provisions or doctrines. A constitutional law decision does not establish the "supreme Law of the Land" that is binding on all persons and parts of government, henceforth and forevermore. Rather, Constitutional law is the product of judicial interpretation of the supreme law of the land, the Constitution. Officials of the executive and the legislative branches of government also have the duty and responsibility to interpret the Constitution. The speech concludes with an examination of important events in U.S. history related to the Constitution, with emphasis on landmark cases and decisions of the Supreme Court. A brief historical review of the development of the U.S. Constitution and challenges faced by the country precedes the main discussion. (KWL)

James, Charles H.
From Principles to Protocols: The Contributions of John B. Carroll and Robert Lado to the Testing of Listening Comprehension.
PUB DATE- May 86
NOTE- 54p.; Paper presented at the Language Testing Symposium (Quiryat Anavim, Israel, May 11-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Aural Learning; Cognitive Processes; Communicative Competence (Languages); Educational History; Language Proficiency; *Language Tests; *Listening Comprehension; Listening Comprehension Tests; Listening Skills; Protocol Materials; *Recall (Psychology); Second Language Instruction; *Short Term Memory; *Test Construction; *Test Format; Test Items
IDENTIFIERS- Carroll (John B); Lado (Robert)

In the two major sections of this paper the influence of John B. Carroll and Robert Lado on the teaching and testing of listening comprehension since 1961 is examined. The first section reviews the literature of that field and outlines four major periods roughly corresponding to the methodological orientation dominating professional thinking at the time. They include: the era of discretion (1961-1968), in which language learning was viewed as a set of empirical phenomena reducible to manageable and definable segments; the era of cognition (1969-73), which stressed the learner's understanding of what he was doing as he practiced elements of the target language; the threshhold era (1974-81), which emphasized the functions of language in realistic situations; and the proficiency era (1982-1986), which focused on what speakers actually do with language in various specific situations, for various reasons, with various degrees of accuracy. The second section proposes and discusses the immediate recall protocol, a technique for listening comprehension test item development which is based on the testing insights gained during that 25-year period and which seems to focus the principles elaborated by Carroll and Lado. The protocol involves having learners listen to a foreign language text and write down, in their native language, everything that they can remember about the text. A list of references, sample texts and test items, and a selective bibliography are appended. (MSE)

ED 278 232 FL 016 364

Gerngross, Gunter; Puchta, Herbert

Beyond Notions and Functions: Language Teaching or the Art of Letting Go.

PUB DATE- 83
NOTE- 20p.; In: Savignon, Sandra J., Ed. and Berns, Margie S., Ed. Communicative Language Teaching: Where Are We Going? Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1983; see FL 016 358. Samples of students' writing may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; *Communicative Competence (Languages); Comparative Analysis; Elementary Secondary Education; Foreign Countries; Notional Functional Syllabi; *Second Language Instruction; *Student Centered Curriculum; *Teacher Attitudes; *Teacher Behavior; Teacher Education; Teacher Response; Teacher Role
IDENTIFIERS- Austria; Error Correction (Language)

Progress in second language instruction requires both new materials and a change in teacher attitudes, but the materials are easier to come by than the attitude change. The paper describes classroom exchanges occurring in two lessons given in Austrian sixth and eighth grade English classes respectively that illustrate the differences between a teacher-centered and a learner-centered approach. In the teacher-centered approach, the methodological sequences are relatively fixed; by contrast, the learner-centered approach has as its objective to stimulate the students' imagination and encourage them to share it with the class. The teachers' descriptions of their feelings during the lessons and the reactions of teacher trainees to similar situations show that it is their anxieties that prevent them from letting go of their function as a classroom control mechanism and acting as facilitators for the students' language development. A common teacher attitude appears to be that errors must be corrected directly and immediately. Other teacher concerns include fear of classroom silence, pressure to cover the necessary material, and feelings of inadequacy to the teaching task. This suggests that teacher training should focus more on teacher confidence and ability to establish an atmosphere in which students can experiment with the language. Three samples of students' writing are included. (MSE)

ED 278 247 FL 016 380

Donchin, Rina
Video in Language Learning.
PUB DATE- 85
NOTE- 7p.; In: Gillespie, Junetta B., Ed. Video and Second Language Learning. Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1985; see FL 016 373.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- Audiovisual Aids; Classroom Techniques; College Students; Educational Television; Equipment; *Hebrew; Higher Education; Instructional Materials; Media Adaptation; *Media Selection; Second Language Instruction; *Student Developed Materials; Television Commercials; Uncommonly Taught Languages; *Videotape Recordings; Vocabulary Development

The use of videotapes in college-level Hebrew instruction is discussed. A distinction is made between (1) prerecorded materials, commercially produced or educational, and (2) student-produced programs. The advantages, problems, and purposes of the use of each type of tape are explored. An introductory level instructional tape series and commercial Israeli movies are used as examples of prepared programs, and the example of student-developed tape production is the adaptation of a television commercial. The materials discussed are in Hebrew, but the principles are applicable to instruction in any language. (MSE)

Allen, David F.
Student Expenses, Fall 1986.
North Carolina Univ., Wilmington. Div. of Student Affairs.
REPORT NO.- RB-FAO-011587
PUB DATE- 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Commuting Students; Full Time Students; Higher Education; Institutional Research; *Noninstructional Student Costs; On Campus Students; Part Time Students; Questionnaires; *Student Employment; *Student Financial Aid
IDENTIFIERS- *University of North Carolina Wilmington

Results of a survey of student living expenses at the University of North Carolina, Wilmington, are summarized. Cost data were collected on food, clothing, shelter, books and supplies, personal expenses, medical costs, transportation, and child care. Of a random sample of 433 students, 145 responded to the survey. Respondents consisted of full-time and part-time students of whom 63 percent lived off campus. Two-thirds of the participants had never received financial aid from the university. Almost 60% worked, and three out of five worked more than 20 hours per week. As expected, full-time students spent more on books and supplies than part-time students. Among full-time students, food costs averaged $100 per semester more for on-campus students than for off-campus students. Financial aid recipients seemed as likely to hold a job as nonrecipients. The amount of students' living expenses seemed unrelated to whether they received financial aid or whether they held a job. The questionnsire including overall responses is included. (SW)

ED 278 307 HE 019 976

Improving University Teaching. Proceedings. International Conference (11th, Utrecht, The Netherlands, July 2-5, 1985).

Maryland Univ., College Park. Univ. Coll.; Utrecht State Univ., The Netherlands.

PUB DATE- Jul 85

NOTE- 166p.; Document contains small print. For other volumes in this series, see HE 019 974-975.

AVAILABLE FROM- University of Maryland, University College, University Boulevard at Adelphi Road, College Park, MD 20742 ($40.00 for four volumes).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; Adult Students; Case Studies; Cognitive Psychology; *College Faculty; *College Instruction; Comparative Education; Coping; *Educational Quality; Educational Technology; Faculty Development; Feedback; Foreign Countries; Higher Education; *Instructional Improvement; Quality Control; Simulation; Stress Variables; *Teacher Effectiveness

IDENTIFIERS- Electronic Document Delivery; Great Britain; Norway; Sweden

Proceedings of the eleventh international conference on improving university teaching are presented. Theme presentations and authors include: "Quality Control in Higher Education: Current Issues in Britain" (Gerald T. Fowler); "Quality Control in Higher Education: A Comparison of Current Issues in Three Countries--The Case of Sweden" (Lennart Levin); "Institutional Approaches to Academic Improvement" (Robert M. Diamond); "How Universal Is Post-Secondary Education? A Look at Intercultural Differences" (Lewis Elton); "Academic Stress: Research Findings on Coping" (Arye Perlberg); and "Academic Stress: Research Findings on Causes" (Peter Seldin). Seminar papers and authors include: "Improving the Teaching-Learning Process through Simulation Laboratories Utilizing Multiple Sources of Feedback: A Norwegian Case Study" (A. Perlberg, Han Gunnar Auganes); and "International Evaluation: Preliminary Report of User Acceptance of International Electronic Document Delivery System" (Roger G. Baker, John Hurley). Also included are opening/closing papers and a symposium paper: "The Medieval University Faces High Technology" (Barbara W. Newell); "Understanding and Reaching Adult Learners" (Nancy K. Schlossberg); and "Ten Principles of Learning Revised in Accordance with Cognitive Psychology: With Implications for Teaching" (Stephen F. Foster). (SW)

ED 278 321 HE 020 004

Blum-Anderson, Judy
H.O.M.E.: Helping Ourselves Means Education.
PUB DATE- 26 May 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; *College Attendance; Economically Disadvantaged; Females; Higher Education; *High Risk Students; Information Needs; *Low Income Groups; Program Evaluation; Public Relations; Questionnaires; Self Esteem; *Self Help Programs; Skill Development; *Welfare Recipients

A non-profit program based in Washington State that promotes access to college for low income groups/welfare recipients is described, along with results of research on the program. The H.O.M.E (Helping Ourselves Means Education) program is designed to help welfare recipients leave the welfare system by entering educational institutions. Additional objectives are to: provide information on educational opportunities and aid available to this population; expose these individuals to the academic and life style skills needed to successfully pursue a college education; build self-esteem among participants through assistance in developing communication and other skills; educate colleges and social service agencies about the unmet needs of this population; and educate the general public about the needs and accomplishments of HOME participants. Information is provided on the project's method of information dissemination and its staff/advisory boards. Results of questionnaires completed at HOME workshops in 1985 and 1986 are summarized. It was found that 80.5% of HOME participants were high school graduates, and 32.5% have attended college. The study questionnaires and statistical results are appended. (SW)

Preparation and Field-Testing of Materials for Neo-Literates. Final Report. Proceedings of the Regional Workshop on the Preparation of Literacy Follow-Up Materials in Asia and the Pacific (2nd, Chiangmai, Thailand, October 3-12, 1984).

Asian Cultural Centre for UNESCO, Tokyo (Japan).; Ministry of Education, Bangkok (Thailand).; United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 85
NOTE- 116p.; For the proceedings of the third workshop, see IR 012 479.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Agricultural Education; *Developing Nations; Environmental Education; Foreign Countries; Health Education; *Instructional Materials; *Literacy; *Material Development; Media Adaptation; Nontraditional Education; Production Techniques; Rural Development; Training; *Workshops
IDENTIFIERS- Bangladesh; China; India; Indonesia; Malaysia; Maldives; *Neoliteracy; Nepal; Papua New Guinea; Philippines; Thailand; Vietnam

The third workshop on the preparation of materials for the newly-literate in Asia and the Pacific was designed to train participants in the development, production (including design and illustration), distribution, and utilization of neoliteracy materials relevant to the needs of rural people. Workshop activities included: (1) discussions on methods of developing follow-up materials, the development of prototype materials, examination of materials prepared under the Asian/Pacific Joint Production Programme (AJP), and the development of a process for adapting these materials to meet local needs; (2) fieldwork in which four working groups of participants studied the needs of different villages, developed prototype materials, and field-tested both their materials and AJP materials; and (3) development of draft national follow-up activity programs. Reports from the working groups include descriptions of their activities and the final products: a booklet; a poster and a serial poster; a radio program and two slide kits (scripts are provided); and a card game. A guide for the use of 1984 AJP materials and sample materials are included in this report, as well as national follow-up activity plans for each of the countries represented. Appended materials include general information on the workshop, the agenda, a participant list, summaries of country reports presented by participants, and the texts of seven addresses presented at the inaugural session of the workshop. (DJR)

ED 278 387 IR 012 521

Heap, James L.; Moore, Shawn
Collaboration in Word Processing. Education and Technology Series.
Ontario Inst. for Studies in Education, Toronto.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-1216-5; ONO-3516
PUB DATE- 86
NOTE- 80p.
AVAILABLE FROM- Publications Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Catholic Schools; *Computer Assisted Instruction; *Creative Writing; Foreign Countries; *Grade 1; *Group Activities; Language Arts; *Microcomputers; Naturalistic Observation; Primary Education; Videotape Recordings; *Word Processing; Writing Instruction
IDENTIFIERS- *Canada; Ontario (Toronto)

A study investigating collaborative computer use for writing at the primary level was conducted at a Catholic school in Toronto through videotaping and observation in a first grade classroom over a period of 3 weeks. It was found that the differentiation of tasks by the computer into two types of acts--inputting signs and arranging text--was tailor-made for the division of rights and responsibilities between the writer and the helper for composing, inputting, and arranging text. Consideration of both the benefits and impediments to writing arising from the collaborative practices that were used, led to the conclusion that collaboration should facilitate the development of all the language arts skills, especially in multi-lingual classrooms. Although the advantages of having a helper for acquiring skill as a writer were less clear cut, it seems that having a helper may help the writer to acquire habits of self-monitoring, self-regulation, and developing a sense of audience. Placing the single computer in the classroom near the teacher's desk was found to facilitate both observation and interaction with students. It was also found that students should bring a dictionary to each writing session; helpers should be good instructors and knowledgeable about the computer; the hardware and software selected must have the capability to print multiple copies; the technical helper should be able to offer assistance easily from either side of the keyboard; and the word processing program must be simple to use. (DJR)

ED 278 402 IR 051 761

Fretwell, Gordon, Comp.
ARL Annual Salary Survey, 1985.
Association of Research Libraries, Washington, D.C.
PUB DATE- Feb 86
NOTE- 79p.; For the 1984 survey, see ED 256 356.
AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Ave., Washington, DC 20036 (ARL members $10.00; nonmembers $15.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Annual Reports; Higher Education; *Librarians; *Library Personnel; *Library Statistics; Library Surveys; Questionnaires; *Research Libraries; *Salaries
IDENTIFIERS- *Association of Research Libraries

This report presents the results of the Association of Research Libraries (ARL) 1985 survey of librarians' salaries in 33 tables. A brief introduction summarizing the most important statistical findings from the survey notes that more minority professional positions were reported in 1985, the median salary for all professional staff in ARL member libraries increased 5.3% during 1985, and the median beginning professional salary increased by 6.1%. Explanatory notes and information on survey changes since the previous year are also provided. Data are presented in four major categories: (1) salary levels for personnel in ARL libraries; (2) median and beginning professional salaries in ARL non-university libraries; (3) average, median, and beginning professional salaries in ARL university libraries; and (4) distribution of personnel and average salaries for positions in ARL university libraries, with data characterized by sex, minority status, years of experience, type of institution, size of professional staff, and geographic region. Data for law and medical libraries continue to be reported separately and are included in tables 27-33. University and non-university library questionnaires and instructions for their use are also presented. (KM)

Machovec, George S.
Administrative Issues in Planning a Library End User Searching Program. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 3p.
CONTRACT- 400-85-0001
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Budgeting; Computer Software; Evaluation; *Library Administration; *Library Automation; *Library Planning; Microcomputers; Needs Assessment; *Online Searching; Online Vendors; Policy; Position Papers; *Program Development; Publicity; Training; *Users (Information)
IDENTIFIERS- ERIC Digests

This digest presents a reprint of an article which examines management principles that should be considered when implementing library end user searching programs. A brief discussion of specific implementation issues includes needs assessment, hardware, software, training, budgeting, what systems to offer, publicity and marketing, policies and procedures, and evaluation. It is concluded that end user searching represents an important step in allowing patrons to be self-sufficient in meeting their information needs and that libraries need to participate in this phase of the information-gathering process or face the possibility of a reduced role in the future. References are provided. (KM)

TRAILS (Training and Assitance for Indian Library Services) Final Report, September 10, 1985-January 10, 1987.
Oklahoma Univ., Norman. School of Library Science.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.
PUB DATE- 86
NOTE- 34p.; For related document, see RC 016 080. Best copy available.
CONTRACT- 300-85-0162
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alaska Natives; *American Indians; *Improvement Programs; Job Training; Library Collection Development; Library Facilities; Library Personnel; *Library Services; Postsecondary Education; Program Development; Program Implementation; *Public Libraries; *Staff Development; Training Methods; Tribes; Workshops
IDENTIFIERS- Library Services and Construction Act; *Training and Assistance Indian Library Services

This report describes activities of the program TRAILS (Training and Assistance for Indian Library Services), funded from September 1985 to January 1987 by Title II, Part B of the Higher Education Act, to provide training, guidance, and direction to 506 American Indian tribes and Alaskan Native communities for improvement of public library and information services on reservations and in villages. Tribes were assisted in applying for Library Services and Construction Act (LSCA) Title IV basic and special grants and provided with training to improve tribal libraries. Eleven program tasks described include establishing an advisory group; determining short-term training needs, models, and assistance activities; conducting training programs in 12 locations in 7 states; developing a procedures manual which was distributed to approximately 500 American Indian and Alaskan Native villages; providing assistance, guidance, and consultation; disseminating program practices and procedures; and participating in 12 professional and educational conferences. The report concludes that Indian tribes and Alaska Natives need technical assistance and training on a continuing basis and recommends establishment of a permanent National Indian Library Center. The report lists advisory group members, training locations/dates/number of participants, training program participants, location of site visits, presentations at professional meetings, American Indian tribes participating in Title IV LSCA, and meeting agendas. (LFL)

ED 278 557 SE 047 721

McLean, Leslie D.; And Others
Learning about Teaching from Comparative Studies. Ontario Mathematics in International Perspective.
Ontario Inst. for Studies in Education, Toronto.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-2098-2
PUB DATE- 86
NOTE- 64p.; Shaded graphs may not reproduce well. Some figures contain small print.
AVAILABLE FROM- MSG Publications Services, 5th Floor, 880 Bay St., Toronto, Ontario, Canada M7A 1N8 ($3.50 Canadian).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; Educational Research; Foreign Countries; International Educational Exchange; *Mathematics Achievement; Mathematics Curriculum; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics; Student Attitudes; Surveys; Teaching Methods
IDENTIFIERS- *Mathematics Education Research; Ontario; *Second International Mathematics Study

This document reports on findings for Ontario from the Second International Mathematics Study (SIMS), planned as a documentation and analysis of mathematics education. Mathematics achievement was only one component: the overall objective was to learn about the teaching of mathematics, what was taught, how it was taught, and what methods were most successful. Chapter 1 reviews the design of SIMS and describes how different interpretations of the two populations to be studied led to quite different samples of students from country to country. The second chapter is concerned with the officially mandated curriculum. Characteristics of Ontario schools and teachers are described in this chapter and compared with schools and teachers in other countries. Ontario student achievement and attitudes are examined in chapter three. Achievement is discussed topic by topic in relation to other characteristics, with emphasis on students' opportunity to learn; gender differences are also explored. Attitudes are regarded as an outcome in their own right as well as in relation to achievement. The final chapter presents some of the lessons learned and plausible conclusions from the study. Results from Ontario are discussed mainly in the international context. A list of SIMS participants and a list of reports published or to be published on SIMS are appended. (MNS)

ED 278 572 SE 047 774

Grisham, Joe W., Ed.
Health Aspects of the Disposal of Waste Chemicals.
REPORT NO.- ISBN-0-08-033159-9
PUB DATE- May 86
NOTE- 463p.
AVAILABLE FROM- Pergamon Press, Maxwell House, Fairview Park, Elmsford, NY 10523 ($85.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Chemical Reactions; Ecological Factors; *Environmental Education; Environmental Influences; *Environmental Standards; *Epidemiology; *Hazardous Materials; Pathology; Poisons; Pollution; Public Health; Scientific and Technical Information; *Waste Disposal; Wastes; Water Pollution
IDENTIFIERS- *Chemicals

Intended to be a source of information on the nature and significance of health effects related to chemical disposal, this document is the final report of the Executive Scientific Panel on Health Aspects of the Disposal of Waste Chemicals. The panel, which was organized by the Universities Associated for Research and Education in Pathology (UAREP), reviewed scientific literature, commissioned reports from various task forces on waste disposal, and solicited input from scientists and interested individuals and organizations. Findings are reported on: (1) waste chemicals of major concern; (2) factors influencing human exposure; (3) the assessment of health effects; (4) epidemiology in exposed populations; (5) factors involved in risk assessment; (6) chemical exposure health studies; (7) disposal site health studies; and (8) international aspects of chemical waste disposal. The report is summarized, and conclusions and recommendations are included. The appendices contain a synopsis of information on various chemicals, a list of study participants, and a list of individuals and organizations responding to the draft report. (TW)

ED 278 203 EC 191 770

Shanks, Robert D., Jr., Ed.

Instructional and Curriculum Guidelines for the Resource Room Program.

Grand Island School District, Nebr.
PUB DATE- Jan 86
NOTE- 88p.; A product of the Department of Special Education.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Instruction; Computer Literacy; *Curriculum Development; Diagnostic Teaching; Elementary Secondary Education; Guidelines; Individualized Education Programs; *Individualized Instruction; Instructional Effectiveness; Instructional Material Evaluation; *Mild Disabilities; Program Development; *Resource Room Programs; *Student Evaluation; *Transitional Programs
IDENTIFIERS- Nebraska (Grand Island)

The resource room guide developed by Grand Island, Nebraska, schools is intended to help elementary level resource room teachers and the IEP (Individualized Education Program) team select services and curriculum to meet the mildly handicapped student's specific educational needs. The introduction describes the national background of resource room programs and the specific purpose of this guide. The following considerations for development of the resource room program are introduced: instructional goals and objectives; and principles of effective instruction--motivation, sequential teaching, models and cues, drill and practice, response generalization, analytical teaching, scheduling resource room students, and general classroom guidelines. The definition, development, and use of curriculum-based assessment are explained next, followed by general curriculum modification procedures. Computer-assisted instruction is considered in terms of educational and curriculum compatibility, and computer objectives are considered in terms of computer awareness and computer interaction skills. The section on curriculum for secondary school transition addresses content, transition skills, academic skills, self-management/study skills, social/adaptive behavior, secondary orientation, and transition curriculum teaching steps. This is followed by a description of the Instructional Materials Evaluation System, the Fry Readability Formula, and resource room exit requirements. A four-page list of references and an extensive list of curriculum materials are appended. (DB)

ED 278 263 FL 016 402

Lindholm, Kathryn J.

English Question Use in Spanish-Speaking ESL Children: Changes with English Language Proficiency.

California Univ., Los Angeles. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- TR1
PUB DATE- 86
NOTE- 54p.
CONTRACT- 400-85-1010
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Correlation; *English (Second Language); Inquiry; Intonation; Language Proficiency; Learning Processes; *Limited English Speaking; Pragmatics; *Questioning Techniques; Second Language Learning; Semantics; *Spanish Speaking; Syntax; *Young Children

Question development in English as a second language in four native Spanish-speaking children is described. The English questions initiated by four children differing in English proficiency (two limited English speaking and two fluent English speaking) were examined at two points in time to determine how question use changes in the syntactic, pragmatic, and semantic domains as a function of English language proficiency. Examination of the frequency with which various types of syntactic structures, pragmatic functions, and semantic functions appeared in the children's questions revealed that with greater English proficiency, these changes occurred: although there was less reliance on syntactically simpler constructions for wh-questions, syntactically complex wh- and yes/no questions were still infrequent; requests for factual information decreased and questions about personal information increased; there was a decrease in classification questions and an increase in actions/intentions questions. These findings are generally consistent with other studies of English question acquisition in monolingual children and child and adult speakers of English as a second language. Twenty-five references are listed. (Author/MSE)

ED 278 278 FL 016 441

Young-Scholten, Martha
Interference Reconsidered: The Role of Similarity in Second Language Acquisition.
PUB DATE- 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- Code Switching (Language); Contrastive Linguistics; *Dialects; Error Analysis (Language); *German; Grade 1; Grade 2; *Interference (Language); Interlanguage; Language Dominance; *Language Variation; Morphology (Languages); Phonology; Primary Education; Second Language Learning; *Standard Spoken Usage; Uncommonly Taught Languages
IDENTIFIERS- *Swabian

The validity of the theory of crucial similarity in language interference is investigated. The theory proposes that when a first and a second language are structurally similar in some aspects, the second language learner will assume similarity in other aspects, causing interference. In this study, the German of first grade students whose teacher was a Standard German speaker was compared with the German of second grade students who had previously been taught by the same first grade teacher but whose second grade teacher spoke the Swabian dialect. Error patterns in phonology and morphology, the two areas of greatest difference between Standard and Swabian German, were found to be attributable to either developmental differences or to interference due to crucial similarity. More errors were attributable to interference in phonology than in morphology. According to the theory of crucial similarity, the errors attributable to interference will also persist over time. (MSE)

ED 278 336 HE 020 024

Draft Master Agreement between the University of the District of Columbia Faculty Association/NEA and the University of District of Columbia, October 1, 1985-September 30, 1987.

District of Columbia Univ., Washington, D.C.; National Education Association, Washington, D.C.

PUB DATE- 1 Oct 85

NOTE- 39p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; Department Heads; *Employment Practices; Evaluation Criteria; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Personnel Policy; *Public Colleges; Summer Schools; Teacher Retirement; Teacher Salaries; Tenure; Unions

IDENTIFIERS- Dues Checkoff; National Education Association; *NEA Contracts; Personnel Files; Tuition Benefit Programs; Union Rights; *University of the District of Columbia

The collective bargaining agreement between the University of the District of Columbia and the University of the District of Columbia Faculty Association Chapter (600 members) of the National Education Association covering the period October 1, 1985-September 30, 1987 is presented. Items covered in the agreement include: unit scope and definitions, association rights, dues checkoff and agency shop, grievance procedure and arbitration, managment rights, disciplinary/adverse action, consultation, academic freedom and academic responsibilities, tenure, faculty evaluation procedures, evaluation criteria, faculty promotion principles, minimum eligibility for promotion, promotion committees, workload for teaching faculty, compensation stipulations for fiscal years 1985-1987, salary increases for faculty, overload compensation under funded research, payroll deductions for unit members, employment benefits, tuition remission, leaves of absence, summer session, incentive awards program, retirement, faculty development program, reduction in force, affirmative action, personnel files, learning resources faculty, support systems, safety and health, vacancy notices, university calendar, and new faculty. (SW)

ED 278 362 IR 012 468

Ohlsson, Stellan
Some Principles of Intelligent Tutoring.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.;
National Science Foundation, Washington, D.C.
PUB DATE- 85
NOTE- 50p.
GRANT- MDR-8470339
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Style; Computer Assisted Instruction;
*Diagnostic Teaching; *Epistemology; *Individualized Instruction;
Research Needs; *Systems Development; *Teaching Methods; Tutoring
IDENTIFIERS- *Intelligent Tutoring Systems

Arguing that the main promise of computers lies in their potential for moment-by-moment adaptation of instructional content and form to the changing cognitive needs of individual learners, this paper clarifies the implications of this potential for tutoring research, and points out overlooked relations between different strands of research relevant to the construction of intelligent tutoring systems. The discussion focuses on four major topics: (1) cognitive diagnosis; (2) subject matter analysis; (3) teaching tactics; and (4) strategies for teaching. The implications of the goal of providing dynamically adaptive instruction for each of these factors are analyzed, and the results of the analyses are stated as principles about intelligent tutoring. The major conclusion is that, in order to provide adaptive instruction, a computer tutor must have a strategy which translates its tutorial goals into teaching actions, and that, as a consequence, research on teaching strategies is central to the construction of intelligent tutoring systems. A four-page list of references concludes the document. (DJR)

ED 278 457 JC 870 091

Two-Year College Alumni: An Untapped Resource. Resource Book.
Junior and Community Coll. Inst., Washington, DC.
PUB DATE- Dec 86
NOTE- 162p.; Materials distributed at a workshop presented by the Junior and Community College Institute (Washington, DC, December 2, 1986).
AVAILABLE FROM- Junior and Community College Institute, 1875 Connecticut Avenue, NW, Suite 1013, Washington, DC 20009 ($60.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alumni; *Alumni Associations; College Graduates; Community Colleges; Conference Papers; *Fund Raising; Nonprofit Organizations; *Program Development; Two Year Colleges; Two Year College Students; Volunteers; Workshops

This resource book provides a variety of materials that were presented at a national workshop on the development, organization, and activities of two-year college alumni associations. The first section, which looks at the organization of alumni programs, presents information related to Clinton Community College's (Ohio) Alumni Association, including articles of incorporation; by-laws; an organizational chart; 1985-86 goals and objectives; a membership form; a computer-generated record-keeping form; an activity planning guide; and a flier entitled "You Can Get Involved." The second section provides materials on gaining board and volunteer support, including Richard J. Pokrass's "Recruitment, Training and Motivating Volunteers for Alumni Associations and Other Non-Profit Organizations," and Eileen Farley's "Motivating Volunteers for the Community College." The third section offers a number of outlines, forms and charts related to fund raising, including information on annual funds and scholarship programs; examples of a gift acknowledgement card, an annual fund drive envelope, and donor record cards; a planned giving outline; lists of instruments of planned giving, donor assets, and donor objectives for estate planning; descriptions of hypothetical and existing planned giving programs; fliers on the benefits of giving donations to Northern Virginia Community College and its educational foundation; and a planned gift prospect record card. The fourth section provides information on alumni activities and special events, listing examples of college-, student-, and alumni-centered events. Final attachments include the workshop's opening address, "Two-Year College Alumni Programs into the 1990's," by Jennifer Kerns; and materials regarding board and volunteer support, and fund raising. (LAL)

ED 278 500 PS 016 306

Koppelman, Jane
Child Care Insurance Crisis: Strategies for Survival.
PUB DATE- 86
NOTE- 52p.
AVAILABLE FROM- Capitol Publications, Inc., 1101 King Street, P.O. Box 1454, Alexandria, VA 22313-2054 ($39.00; for orders of 5 or more copies, $33.00 each).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Caregivers; Criteria; *Day Care; Glossaries; Guidelines; *Insurance; Insurance Companies; Selection; *State Action
IDENTIFIERS- Florida; *Liability Insurance; Maryland

Designed to help child care centers in their search for liability insurance, this report explores the controversy about insurance provision, and offers advice on how to combat high rates and locate policies offering the most protection. Chapter 1 reports on how insurers justify their treatment of day care centers as high risk enterprises. Discussion centers on insurers' fear of liability for criminal acts, such as child abuse, and on controversy over data showing that the insurance industry has recently lost money on child care premiums and that substantial increases in child care claims have occurred. Chapter 2 offers tips on how to buy liability policies wisely. Topics include claims-made versus occurrence forms, surplus lines versus admitted carriers, limiting claims payments, child abuse exclusion, legal defense costs, and the vulnerability of child care providers to a variety of mishaps. Chapter 3 describes company criteria for coverage and rate structure. Chapter 4 indicates how to combat high insurance rates, discussing tighter supervision and higher premiums, self-insurance, marketing assistance plans and joint underwriting associations, aggressive actions taken by Florida and Maryland to force the insurance industry to accept child care as a risk, and the government's claim that the tort system is to blame for the liability insurance crisis. Appendix A provides a list of insurance companies that offer new policies to child care providers. Appendix B is a glossary of terms. (RH)

ED 278 515 RC 016 057

Flores, Merced; And Others
Secondary Committee Report of Activities and Action Plan .
PUB DATE- 28 Apr 86
NOTE- 57p.; Report prepared for the National Association of State Directors of Migrant Education.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Definitions; Dropout Characteristics; *Dropout Prevention; Dropout Programs; Dropout Research; Educational Improvement; Interstate Programs; *Migrant Education; *Migrant Youth; National Programs; Online Systems; Program Development; *Program Improvement; Recordkeeping; Secondary Education; *Secondary School Students
IDENTIFIERS- Migrant Student Record Transfer System

This report summarized the activities and recommendations of the 1985-86 National Association of State Directors of Migrant Education Secondary Committee. Committee accomplishments included defining dropouts utilizing unique characteristics of migrant students; drafting the issues paper on migrant secondary education (included in this report); strengthening linkages among states/programs serving secondary migrant children; and examining needs, strategies, and solutions for secondary school migrant students. The report discussed difficulties of developing a standard definition of dropout among highly mobile students; recommended categories for determining school-leaving status of migrant students; reviewed impact of cultural background, family needs, and financial limitations on dropout potential; and described six national/interstate programs and seven research projects dealing with migrant dropouts. Fourteen recommendations outlined an effective secondary migrant dropout program: comprehensive counseling/assistance plan, regular individual/school-level needs assessments, career experience/workstudy programs, improved migrant secondary staff effectiveness, parent education programs, improved interstate student identification, Migrant Student Record Transfer System use, increased secondary services funding, district policies recognizing migrant students' special needs, credit accrual options, consistent data gathering, alternative programs, revised age/grade placement/retention policies, and transitional programs for higher education opportunities. A chronology of significant dates in secondary migrant education and 17 predictors of dropping out are included. (LFL)

ED 278 587 SO 017 754

Laurel, Jeanne P., Comp.
Women's Studies: Potentialities and Implications. Bibliography: Women's Studies Overview.
Indiana Univ., Bloomington. Women's Studies Program.
SPONS. AGENCY- Indiana Committee for the Humanities, Indianapolis.
PUB DATE- Oct 86
NOTE- 10p.; Printed on colored paper. For related documents, see SO 017 991-993.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; *Books; *Females; Feminism; Higher Education; Instructional Materials; Newspapers; Publications; *Reference Materials; *Resource Materials; Secondary Education; *Serials; Sex Bias; *Womens Studies

The amount of information available in women's studies has increased dramatically over the past two decades. Therefore, it was necessary to be selective in developing this brief bibliography of texts and local resources which should be viewed as a starting point and not as a definitive compilation. Entries were chosen both for their significance in each field and for their usefulness in the classroom--as well as with an eye to price and accessibility. The annotations include quantitative information as well as address, phone, contact person, frequency of publication in the case of periodicals and source's business hours, when relevant. The items are grouped under the following headings: Audio-Visual (films, videos, sound recordings), Bibliographies (includes teaching guides and sources to find more sources), Books (single-author texts), Collections (essays and documents, generally reprinted from other sources), Journals (selected periodicals), and Places (local resources for more information or materials). (BZ)

ED 278 248 FL 016 381

Ecklund, Constance L.
Parody and Phonetics: Video in the Conversation Class.
PUB DATE- 85
NOTE- 11p.; In: Gillespie, Junetta B., Ed. Video and Second Language Learning. Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1985; see FL 016 373.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- Audiovisual Aids; Classroom Communication; College Second Language Programs; College Students; Conversational Language Courses; French; Higher Education; Intonation; Language Laboratories; Paralinguistics; *Pronunciation Instruction; Second Language Instruction; *Speech Skills; *Student Developed Materials; *Student Participation; *Videotape Recordings

Teaching conversation will always pose a great challenge to the foreign language instructor. Even by the third year of language study, the typical time for this skill's development, students have neither the fluency nor the confidence necessary to speak easily. Also, since many are ill at ease in conversing in their native language, getting these students to participate in any verbal exchange can be a problem. In a one-year college French course, the use of videotape recording has brought marked improvement in students' willingness to speak and in the quality of their utterances. Students' televised parodies of the basic text at the end of the first term demonstrate newly-learned vocabulary and gestures. In the second term, videotape is used for intensive pronunciation remediation. Both techniques are adaptable to any level of language learning and encourage students to accept responsibility for their progress. (Author/MSE)

ED 278 350 HE 020 038

Collective Bargaining Contract by and between Rhode Island School of Design and Rhode Island School of Design Faculty Association (NEARI/NEA), July 1, 1984-June 30, 1987.

National Education Association, Washington, D.C.; Rhode Island School of Design, Providence.

PUB DATE- 1 Jul 84

NOTE- 76p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Evaluation Criteria; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Governance; Grievance Procedures; Higher Education; Leaves of Absence; Librarians; Personnel Policy; *Private Colleges; Records (Forms); Retrenchment; Teacher Salaries; Tenure; Unions

IDENTIFIERS- Agency Fees; Faculty Reappointment; National Education Association; *NEA Contracts; Personnel Files; *Rhode Island School of Design; Union Dues; Union Rights

The collective bargaining agreement between the Rhode Island School of Design and the Rhode Island School of Design Faculty Association of the National Education Association covering the period July 1, 1984-June 30, 1987 is presented. The unit consists of 90 full-time faculty, including librarians and department heads. Items covered in the agreement include: unit recognition, management rights, dues deduction and agency fee, association rights, individual rights, personnel files, faculty appointments and reappointments, faculty termination for just cause, librarian review procedure, promotion, outside professional activities, faculty workload and responsibilites, librarian salaries, leave and vacation/holidays for librarians, faculty salaries, fringe benefits, sabbatical leaves, leaves of absence, retrenchment, faculty organization and meetings, instruction and curriculum committees, grievance procedure, and no strike/lockout clauses. Criteria for faculty performance evaluation are identified. Forms for documenting the activities and performance of faculty and department/division heads/deans are appended, along with a form to allow faculty to evaluate administrators. (SW)

ED 278 430 JC 860 315

Criteria for Excellence in Associate in Applied Science Degree Programs. National Council for Occupational Education Monograph Series, Volume II, Number 1.

American Association of Community and Junior Colleges, Washington, DC. Council for Occupational Education.

PUB DATE- 15 Jul 85
NOTE- 12p.; A Policy Statement of the National Council for Occupational Education prepared by the Task Force on the Associate in Applied Science Degree.
AVAILABLE FROM- NCOE Executive Director, North Central Technical Institute, 1000 Campus Drive, Wausau, WI 54501 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Associate Degrees; *College Curriculum; Community Colleges; *Curriculum Development; *Degree Requirements; *Technical Education; Two Year Colleges

Designed to clarify the function of the Associate in Applied Science (AAS) degree, this report lists and explains criteria for the degree as a means of enhancing the potential of the AAS to serve as a national employment credential and as the curricular foundation for the occupational mission of the community, technical, and junior colleges. The criteria state: (1) associate degree programs designed primarily for immediate employment should be designated as AAS programs; (2) the AAS degree should be identified with a specialty designation, (3) AAS degree programs must be responsive to the employment needs of business, industry, public agencies, the military and entrepreneurship; (4) all components of the AAS degree requirements should be outcome oriented; (5) AAS degree requirements should be limited to 60 to 72 semester credit hours; (6) the technical specialty component of the AAS degree should constitute 50% to 75% of the credits; (7) general education requirements should constitute a minimum of 25% of course credits; (8) minimum admission criteria for AAS degree programs are essential; (9) AAS degree programs should be supported by student services designed for career-oriented students; (10) a curriculum structure with multiple exit/re-entry points is desirable; (11) credit should be awarded for prior experience; (12) curricula should be articulated with appropriate secondary schools; (13) articulation with appropriate and receptive four-year colleges should be gained through cooperative planning and transfer agreements; and (14) selected programs should be networked at local, state, and national levels. (AYC)

Atwood-Canter, Collene
Marketing and Public Relations Needs Assessment for Glendale Community College.
Glendale Community Coll., Ariz.
PUB DATE- Sep 85
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Community Colleges; Declining Enrollment; Educational Demand; Enrollment Projections; Enrollment Trends; *Institutional Advancement; *Marketing; Needs Assessment; Student Characteristics; *Student Recruitment; Trend Analysis; Two Year Colleges

A description is provided of a study undertaken by Glendale Community College (GCC-Arizona) to determine what marketing and information dissemination activities could be undertaken by the college information office to increase enrollments among target markets. Chapter 1 provides an introduction to GCC and its college information office, looking at organizational structure and services; enrollment trends; and the objectives, scope, limitations, and methods of the needs assessment study. Chapter 2 contains a general market analysis, which examines geographic, demographic and psychographic variables, concluding that GCC's target market reflects a national pattern of an increasingly older, minority, female, part-time, evening college student. After suggesting that GCC is in the mature stage of its "product life cycle," (i.e., at a plateau in which the educational market place is saturated and the number of new students is dwindling), chapter 3 describes steps taken by other organizations to increase demand during this mature stage: (1) increasing the frequency of use by existing customers; (2) adding new customers; (3) developing new uses for the product; and (4) changing the packaging and improving quality. Examples are provided of ways in which other institutions have employed these techniques. Finally, chapter 4 presents recommendations for GCC in implementing these steps, along with recommendations for organizational positions and structures for its marketing activities. Figures, tables, and a reference list are included. (LAL)

ED 278 471 PS 016 246

Scofield, Merry Ellen
An Evaluation of Magazines for the Very Young.
PUB DATE- 30 Sep 86
NOTE- 27p.; Master's degree in education, Northern Michigan University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - General (140)
DESCRIPTORS- *Childrens Literature; *Content Analysis; *Media Selection; *Periodicals; *Preschool Children; Preschool Education
IDENTIFIERS- *Media Characteristics

To test the thesis that most magazines for preschool children are not appropriate for the intended audience, an analysis was made of seven magazines published for children between 2 and 6 years of age. Periodicals selected for review were "Happy Times," "Highlights for Children," "Humpty Dumpty's Magazine," "National Geographic World," "Sesame Street Magazine," "Turtle Magazine for Preschool Kids," and "Your Big Backyard." One issue of each magazine was rated according to seven criteria related to characteristics of preschool children and publications, including cognitive development, humor, reading readiness, illustrations, content, design features, and percent of pages focusing on workbook type skills. It is concluded that, of the seven periodicals reviewed, only "National Geographic World" solely and completely provided young children with entertainment and interesting information which offered many opportunities for extended discussion. (RH)

ED 278 486 PS 016 285

Hinitz, Blythe F.; And Others
An Assessment of Children's Responses to Original Computer Readiness Activities.
PUB DATE- Nov 86
NOTE- 28p.; Paper presented at the Annual Convention of the National Association for the Education of Young Children (Washington, DC, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Early Childhood Education; *Games; Instructional Design; *Kindergarten Children; Microcomputers; *Preschool Children; Pretests Posttests; *Readiness
IDENTIFIERS- *Project Head Start

This 3-year research project was initiated to demonstrate gaming as a methodology for developing young children's readiness skills for interacting with computers, and to investigate the feasibility of doing research in regular classroom settings. The first year was devoted to designing, making, and refining instructional materials. During the second year, one Head Start and two kindergarten classes participated as experimental and control groups. In the third year, the number of Head Start and kindergarten experimental and control groups was increased. Experimental group classes experienced an initial instructional unit in which functions of various computer parts, games, songs, and activities were taught. Subsequently, both experimental and control classes used computers. Data were collected on pre-tests and post-tests. Generally, results showed that the initial instructional unit helped the kindergarten experimental class children to remember the largest number of computer-related terms. The initial instructional phase also helped the Head Start children remember as many of the terms as children in the kindergarten control classes who were about one year older, and in some cases more. It is concluded that gaming is an effective technique for preparing children to use computers. Thirty-one references are provided. (RH)

Boyd, Susan, Ed.; And Others
Drinking Water: A Community Action Guide.
Concern, Inc., Washington, DC.
SPONS. AGENCY- Donner (William H.) Foundation.; Joyce Foundation, Chicago, IL.
PUB DATE- Dec 86
NOTE- 36p.; Funding also provided by the Beldon Fund, Washington, DC.
AVAILABLE FROM- Concern, Inc., 1794 Columbia Rd., NW, Washington, DC 20009 ($3.00, 10 for $6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Citizen Participation; *Community Action; Conservation (Environment); Disease Control; *Drinking Water; *Environmental Education; Environmental Standards; Guidelines; Local Issues; Public Health; Utilities; Water Pollution; *Water Quality; Water Treatment
IDENTIFIERS- *Environmental Management

While much of the drinking water in the United States is safe for consumption, protecting its quality and assuring its availability are becoming increasingly difficult. This booklet is written for individuals and groups who are concerned about the drinking water in their communities. It provides a general introduction to the complex issues of water management and protection with guidelines for public participation. Specific sections of the document address: (1) water quality standards and sources of contamination; (2) adverse health effects of various pollutants; (3) how drinking water standards are set; (4) drinking water treatment; (5) supply and conservation; (6) water management practices; (7) Federal legislation; (8) innovative state programs (from Florida, New Jersey, Minnesota, Massachusetts, Wisconsin, and California); (9) guidelines for community action; (10) water testing; (11) home treatment; and (12) bottled water. A comprehensive list of references on each topic is included. (TW)

ED 278 218 FL 016 348

Higgs, Theodore V.
The Teaching of Grammar: The Relationship of Structure to Communication. ACTFL Master Lecture Series.
Defense Language Inst., Monterey, CA. Foreign Language Center.
PUB DATE- Sep 83
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; *Communicative Competence (Languages); *Difficulty Level; *Educational Objectives; *Grammar; *Language Proficiency; Postsecondary Education; Pronunciation Instruction; Second Language Instruction; Second Language Learning; Structural Grammar; Teacher Developed Materials; Teacher Role; Vocabulary Development

Teaching grammar for its own sake is largely counterproductive when the goal of instruction is to have students communicate spontaneously, fluently, and accurately in the target language. The ideal foreign language program is one providing the best possible environment for language acquisition to take place. Explicit teaching about the language should be tailored to the students' level. Sensitivity to grammar is generally limited at the beginning of language study, but increases with overall language proficiency. An overriding principle on which to base instructional decisions is that the teacher's responsibility is to provide for his students only the parts of the total picture that they cannot provide for themselves. These include feedback, correction, encouragement, motivation, supporting examples, realia, cultural interaction and information, situations in which the language is used, the language (as distinct from its forms alone), opportunities for real information exchange, authentic communication/ conversation strategies, alternative and supplementary pronunciations, vocabulary, and structure, and authentic language as used by a native speaker, and, above all, a warm, supportive, human contact with the language. Classroom grammar study should be used for clarifying points of grammar, when grammar is defined as the system through which meanings are converted into speech. (MSE)

ED 278 233 FL 016 365

Goodman, Pearl
Preparing ESL Teachers for a Communicative Curriculum--American Style.

PUB DATE- 83
NOTE- 18p.; In: Savignon, Sandra J., Ed. and Berns, Margie S., Ed. Communicative Language Teaching: Where Are We Going? Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1983; see FL 016 358.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Behavioral Objectives; *Communicative Competence (Languages); Course Content; *English (Second Language); English for Special Purposes; Graduate Study; Higher Education; Instructional Materials; Language Arts; *Language Teachers; Lesson Plans; Practicums; Second Language Instruction; Teacher Education; *Teacher Education Curriculum; Theater Arts

A practicum assignment designed for master's-level teacher trainees in the field of English as a second language is presented with a sampling of the results. The assignment was to design a communicative syllabus to cover three 50-minute periods and focus on three of these areas: language arts, language for a purpose, personal second language use, theater arts, and language beyond the classroom. The three areas chosen were to be interrelated but independent in the lessons designed by the trainees. Each class period was to be outlined, with the purposes and goals listed. Five trainee-designed units are included, with notes on their approaches to particular problems or needs. (MSE)

ED 278 293 HE 019 959

Allen, David F.
UNCW Summer Orientation, 1986. Evaluation Highlights.
North Carolina Univ., Wilmington. Div. of Student Affairs.
REPORT NO.- RB-DOS--093086
PUB DATE- 86
NOTE- 14p.; A few pages have poor reproducibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Higher Education; Institutional Research; *Parent Attitudes; Parent Participation; *Participant Satisfaction; Program Evaluation; Questionnaires; *School Orientation; *Student Attitudes; *Summer Programs
IDENTIFIERS- *University of North Carolina Wilmington

Results of student and parent assessments of a 1986 summer orientation at the University of North Carolina, Wilmington, are presented. A total of 805 students and 372 parents completed an evaluation form that used a Likert scale. Of the 18 questions, 7 were identical for both students and parents. These concerned the overall rating of the orientation program, the check-in/out process, facilities, food, staff, attitude toward the university after attending orientation, and confidence in the student's success at the university. Both parents (97%) and students (95%) either strongly agreed or agreed that the orientation program was worthwhile. Parents rated significantly higher than students the check-in/out process, facilities, and food. Students had more confidence of their success in college than did their parents. Both parents and students took very seriously the academic aspects of orientation (i.e., registration procedure, class scheduling, departmental information, and adviser appointments). The student and parent evaluation forms are included. (SW)

ED 278 322   HE 020 005

Barry, Dana Malloy
The Academic Use of the Z-100 by Undergraduates and Their Professors at Clarkson University: A Follow-Up Study.
PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Computer Assisted Instruction; Computer Science Education; Computer Software; *Computer Uses in Education; Courseware; Engineering Education; Higher Education; Institutional Research; *Microcomputers; *Undergraduate Students; *Use Studies; Word Processing
IDENTIFIERS- *Clarkson University NY; Required Computers; Zenith Data System Z 100 Microcomputers

The use of personal computers by juniors and faculty at Clarkson University, an engineering college, was investigated in December 1985 as a followup to a 1984 study. Starting in August 1983, the university required entering freshmen to purchase their own personal computer, the Zenith Data System Z-100. Randomly selected, a total of 15 faculty members and 25 juniors completed faculty/student questionnaries. Findings for the faculty respondents include: most faculty have incorporated the Z-100 into their courses; some use the computer as a word processor for writing exams; some require students to write computer programs to solve problems in their courses; others use software and computer games to teach important concepts; and others have created their own software and designed it to fit their courses. Students use the Z-100 for tutorial purposes, for running software, and as a word processor in courses that require written work. They also interface the computer to a laboratory instrument to collect, analyze, and plot data. Three programs developed at the university are briefly described, along with a computer concept course taught at the university. (SW)

ED 278 388 IR 012 522

Morris, Judith

Microcomputers in Schools. CET Information Sheet 1.

Council for Educational Technology, London (England).

PUB DATE- Jul 86
NOTE- 15p.
AVAILABLE FROM- Council for Educational Technology, 3 Devonshire Street, London W1N 2BA England (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; *Computer Assisted Instruction; *Computer Software; Directories; Elementary Secondary Education; Foreign Countries; *Information Sources; Inservice Teacher Education; Interactive Video; *Microcomputers; *Organizations (Groups); *Reference Materials; Special Education
IDENTIFIERS- Microelectronics; *United Kingdom

This guide to references and sources of information for those exploring the use of microcomputers in secondary education, especially in the United Kingdom (UK), begins with brief descriptions of several government-sponsored projects to help students and colleges prepare for a microelectronics society. The guide then presents: (1) annotated bibliographies of books and journals on the educational uses of microcomputers; (2) advice on hardware selection and resource guides for further reading; (3) sources of information on computer software and software suppliers; (4) a directory of organizations that supply information on or offer services for teacher training, development of curriculum materials, special education, research and development, applications of microtechnology, microcomputers in primary education, small computer systems, support materials for teaching and learning, interactive video, and electronic mail; (5) a list of local education authority (LEA) officers in England, Wales, Northern Ireland, and Scotland who provide advice on microelectronics and/or computing; and (6) a list of recent Council for Educational Technology (CET) publications relevant to the use of computers in schools. (DJR)

Daval, Nicola, Comp.; Lichtenstein, Alexander, Comp.

ARL Statistics, 1984-85. A Compilation of Statistics from the One Hundred and Eighteen Members of the Association of Research Libraries.

Association of Research Libraries, Washington, D.C.
PUB DATE- 86
NOTE- 70p.; For the 1983-84 ARL statistics, see ED 256 357.
AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Ave. NW, Washington, DC 20036 (ARL members $10.00 per year; nonmembers $15.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Doctoral Programs; Enrollment; Higher Education; Interlibrary Loans; *Library Collections; *Library Expenditures; *Library Personnel; *Library Statistics; Library Surveys; Microforms; Questionnaires; *Research Libraries; Statistical Analysis; Tables (Data)
IDENTIFIERS- *Association of Research Libraries; Rank Order

This report presents data compiled from the 118 libraries that were members of the Association of Research Libraries (ARL) during the 1984-85 fiscal year. A guide to library code numbers provides a complete list of ARL members. Data tables describe research library collections, interlibrary loans, expenditures, and staffing in fiscal 1985. Further report sections include: an analysis of selected variables; Ph.D. and enrollment statistics; a summary of rank order tables for ARL university libraries; and rank order tables for volumes in library, volumes added (gross), microform holdings, current serials, professional staff, nonprofessional staff, total staff, materials expenditures, materials and binding expenditures, salaries and wages expenditures, total operating expenditures, total items loaned, total items borrowed, and current serials expenditures. A copy of the ARL statistics questionnaire and footnotes and a listing of ARL statistical publications are included. (KM)

ED 278 417 IR 051 778

Tucker, Susan
Electronic Networking. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 86
NOTE- 6p.
CONTRACT- 400-85-0001
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Check Lists; Computer Software; Computer Uses in Education; *Databases; *Electronic Mail; *Information Networks; Input Output Devices; *Microcomputers; *Online Systems; Online Vendors; Systems Analysis; *Teleconferencing
IDENTIFIERS- ERIC Digests; User Groups

This digest discusses several aspects of electronic networking, including network functions, implementation, and applications in education. Electronic networking is defined as including the four basic services of electronic mail (E-mail), electronic "bulletin boards," teleconferencing, and online databases, and an overview of these four functions includes discussions of specific E-mail network providers, databases, and database vendors. Information designed to provide guidance in choosing an appropriate system is also given, including a checklist of electronic networking features and a discussion of hardware and software selection considerations. In addition, listings and descriptions are provided for educational networks, user groups and bulletin board updates, networking associations, and networking periodicals and books. Ten references are included. (KM)

ED 278 529 RC 016 082

Mehretu, Doree
Spanish Language Materials in the NFE Library.
Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.; Michigan State Univ., East Lansing. Non-Formal Education Information Center.
PUB DATE- May 83
NOTE- 151p.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Agriculture; Communication (Thought Transfer); Community Development; Developing Nations; Educational Resources; Females; Folk Culture; Foreign Countries; Health; Information Sources; *Library Materials; Literacy Education; Newsletters; *Nonformal Education; Nutrition; Periodicals; *Resource Materials; *Rural Development; Small Businesses; *Spanish
IDENTIFIERS- *Non Formal Education Information Center

This 658-item bibliography lists some of the development and non-formal education literature that is available in Spanish at Michigan State University's Non-Formal Education Information Center Library. Published primarily between 1966 and 1982, the cited materials describe development projects and experiences or ideas of planners and practitioners who are involved in development around the world. Each citation includes author, title, publication date, publisher or issuing agency and address, and pagination information. Entries are arranged alphabetically by author under the following 21 subject categories: adults (27 entries), agriculture (25), appropriate technology (6), children (24), general communication (28), folk media and culture (18), radio, video, film, and correspondence (34), community development (36), cooperatives (12), evaluation (12), family planning (14), formal education (63), and health (32). Other headings include home economics (8), integrated development (11), journals and newsletters (59), literacy/basic education (54), non-formal education (83), nutrition (25), out-of-school youth (12), small business/industrial/vocational (48), training (10), and women in development (17). (NEC)

ED 278 558 SE 047 723

Lingelbach, Jenepher, Ed.
Hands-On Nature. Information and Activities for Exploring the Environment with Children.
Vermont Inst. of Natural Science, Woodstock.
REPORT NO.- ISBN-0-9617627-0-5
PUB DATE- 86
NOTE- 238p.; Illustrations by Edward Epstein. Photographs may not reproduce clearly.
AVAILABLE FROM- Vermont Institute of Natural Science, Woodstock, VT 05091 ($16.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Elementary Education; *Elementary School Science; *Environmental Education; *Experiential Learning; Interdisciplinary Approach; *Learning Activities; Natural Resources; Outdoor Activities; Science Activities; Science Education
IDENTIFIERS- *Environmental Education Programs; *Informal Education; Vermont

Developed to provide direct opportunities for children to explore the natural world, this book offers creative new approaches to teaching environmentally. A workshop format is used in this book, which consists of four separate chapters entitled: Adaptations, Habitats, Cycles, and Designs of Nature. Each chapter contains a series of workshops which are thematically connected, are in seasonal sequence, and have a logical ordering of activities. An introductory section of facts and concepts and an activity-based section comprise each workshop, which may be used in sequence or as a supplement to other natural science programs and which may be modified according to need. Instructional suggestions presented in each activity section include: (1) a seasons legend; (2) a statement of the focus theme of the workshop; (3) initial question; (4) objective; (5) activity instructions; (6) materials needed; (7) follow-up activities; (8) skills list; (9) suggested reading for children; and (10) teaching aids. Also provided are a glossary, general bibliography, index, an equipment list, and an explanation of Vermont's Environmental Learning for the Future (ELF) program. Numerous drawings and several full page black and white photographs illustrate the text. (ML)

ED 278 573 SO 016 972

Laughlin, Margaret A.

Assessing Geographic Knowledge and Skills of Wisconsin Secondary Students (Preliminary Data).

PUB DATE- Aug 85
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (Breckenridge, CO, August 6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Educational Assessment; *Geographic Concepts; Geography Instruction; Human Geography; Secondary Education; Skill Analysis; Skill Development; *Standardized Tests; *State Surveys; *Test Construction; Test Reliability
IDENTIFIERS- Wisconsin

The development and initial standardization of a two-part geography assessment test designed to measure student knowledge and understanding at the secondary level is the focus of this study. Intended to provide information about groups of students rather than to assess individual students, Part 1 of the test measures geographic skills and a knowledge of cultural geography, while Part 2 measures a knowledge of physical geography and location recall skills and knowledge. In order to establish baseline data for the geography assessment test, 1,560 students were tested on Part 1 and 1,617 students were tested on Part 2 during March 1985. Each of 18 specific geography objectives were measured by having students respond to 4-17 questions related to the specific content objectives. The results of the test suggest that the test questions were on the whole somewhat difficult in that the overall student average on Part 1 was 69 percent and on Part 2 the average was 57 percent. Student performance was highest on questions related to cultural geography and, except for using scales to measure distance area, overall test score percentages were fairly consistent with other available national research data measuring geography knowledge. Objectives selected to measure geographic understanding are presented, along with a performance analysis report, recommendations, and content specifications and sample questions for each objective. A student questionnaire concludes the paper. (LH)

ED 278 204 EC 191 771

Shanks, Robert D., Jr., Ed.
Grading Mainstreamed Handicapped Students. Position Paper.
Grand Island School District, Nebr.
PUB DATE- Jan 86
NOTE- 30p.; Some tables contain small type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; Educational Policy; Elementary Secondary Education; *Grades (Scholastic); *Grading; *Mainstreaming
IDENTIFIERS- *Alternative Grading; Nebraska (Grand Island)

The position paper of the Grand Island, Nebraska, schools supports the assumption that when a pupil's handicap affects his ability to learn and perform, appropriate special education should include guidelines for special grading. The paper identifies grading obstacles such as differing perceptions of various participants in the grading process. Three grading philosophies (criterion-referenced, self-referenced, and norm-referenced) are explained. General grading practices (e.g., use of a multiple grading system to serve diverse functions) are recommended. Also noted are grading practices for handicapped and remedial students grouped into categories based on standards, grading vehicles, or logistics. Elements of the grading process supported by this paper include performance criteria, the grading decision, and reporting systems. Physical, cognitive, emotional, and sensory handicapping factors are described as they relate to grading practices. Problems that regular educators have with adjusting grading practices for handicapped pupils are noted. Ten grading policy recommendations include grading by the subject teacher, designation of "alternative assignment" when adaptive grading is applied, reporting to parents in the form of a written progress report as well as a standard grade, and failure only in extreme and well-documented cases. Questions to help a teacher determine whether alternative grading is necessary for a mainstreamed student are offered. A sample matrix of grading messages and receivers, a grading contract, a multicategory system of grading mainstreamed handicapped students, and a three-page reference list conclude the document. (DB)

ED 278 264 FL 016 403

Clark, John L. D.; Li, Ying-che

Development, Validation, and Dissemination of a Proficiency-Based Test of Speaking Ability in Chinese and an Associated Assessment Model for Other Less Commonly Taught Languages.

Center for Applied Linguistics, Washington, D.C.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 86
NOTE- 34p.; For related document, see FL 016 404.
GRANT- G008402258
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Audiotape Recordings; *Chinese; Comparative Analysis; Correlation; Evaluation Methods; Interviews; *Language Proficiency; *Language Tests; Models; Speech Skills; Test Construction; Test Use; Test Validity; *Uncommonly Taught Languages; *Verbal Tests
IDENTIFIERS- ACTFL ILR Oral Proficiency Guidelines

A project to develop and validate a tape-based alternative to the interview-based speaking proficiency test is described. The objective was to produce an economically more viable test for less commonly taught languages, closely modeled on and readily interpretable in terms of the American Council on the Teaching of Foreign Languages/Interagency Language Roundtable (ACTFL/ILR) proficiency guidelines. The process involved development of four test versions for Chinese and comparison of a representative student sampling's pilot test results with results obtained with the ACTFL/ILR interview and rating procedure. Validation results showed a substantial correspondence between scores on the tape-based test and the live interview results, supporting the taped test as an appropriate and effective alternative to the live interview in situations where use of the latter is not financially or administratively feasible. The description of the test development and validation process which makes up most of the document consists chiefly of detailed explanations of the 34 statistical tables and 9 figures which are included and which display the basic data of the study. (MSE)

ED 278 279 FL 016 442

Wang, John B.
Visual Arts and the Mandarin Chinese Language.
PUB DATE- 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTORS- *Association (Psychology); Auditory Discrimination; Interpersonal Communication; Language Patterns; *Language Usage; *Mandarin Chinese; Oral Language; *Phonology; *Semantics; *Symbolic Language; Uncommonly Taught Languages; Visual Aids
IDENTIFIERS- *Homophones

The ways in which the Chinese have used the homophonic nature of their language to express abstractions in concrete terms, especially to express daily wishes, are described. In Chinese, a value is assigned to an object because the pronunciation of the word for the object brings that implied value to the mind of the listener; for instance, vase in Chinese is ping, but ping also means peace--therefore a vase may be chosen by a painter to convey a wish for peace. The small number of available sounds in Chinese requires that similar sounds be used for different characters, affording many opportunities for puns and word play. A pattern has developed in which the most common best wishes are expressed by using rebuses and verbal substitutes. An extension of this pattern is to use visual or physical representations of the substitutes. (MSE)

Improving University Teaching. Volume I: Abstracts of Contributed Papers, Seminars, Workshops, Index of Presenters. International Conference (12th, Heidelberg, Germany, July 15-18, 1986).
Maryland Univ., College Park. Univ. Coll.
PUB DATE- Jul 86
NOTE- 131p.; Document contains small print. For other volumes in this series, see HE 019 978-979.
AVAILABLE FROM- University of Maryland, University College, University Boulevard at Adelphi Road, College Park, MD 20742 ($40.00 for four volumes).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *College Instruction; Course Descriptions; Departments; Distance Education; Faculty Development; Higher Education; *Instructional Improvement; Multiple Choice Tests; Part Time Students; Peer Evaluation; Problem Solving; Professional Associations; School Business Relationship; Small Group Instruction; Values; Womens Studies; Workshops

Workshop and seminar summaries and abstracts of papers from the twelfth international conference on improving university teaching are presented. Theme presentation and seminar topics are: distance education; ways that associations improve university teaching; corporate, labor, university partnerships; and teaching part-time students. Workshop themes include: designing effective workshops; peer teaching consultants and a collegial approach to improving university teaching; using small group instructional strategies to improve university teaching; instructional development for the inclusion of women's studies in the existing curriculum; problem-solving techniques; shyness in the collge classroom and problem identification and intervention; improving multiple choice test items; unfolding, reflecting, and developing values; mastering distance education through a learner-centered approach for faculty; designing short term educational programs using temporary systems concepts; team building and organizational development in an academic department; a workshop for academic administrators to encourage faculty performance; and expanding the traditional course syllabus. (SW)

ED 278 337 HE 020 025

Agreement between the Board of Control of Ferris State College and the Ferris College Faculty Association (MEA/NEA), November 12, 1984-June 30, 1987.

Ferris State Coll., Big Rapids, Mich.; Michigan Education Association, East Lansing.; National Education Association, Washington, D.C.

PUB DATE- 12 Nov 84
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Personnel Policy; Released Time; Retrenchment; *State Colleges; Summer Schools; Teacher Retirement; Teacher Salaries; Tenure; Unions
IDENTIFIERS- *Ferris State College MI; Michigan Education Association; National Education Association; *NEA Contracts; Personnel Files; Tuition Benefit Programs; Union Dues; Union Rights

The collective bargaining agreement between the Board of Ferris State College and Ferris Faculty Association Chapter (507 members), an affiliate of the National Education Association and the Michigan Education Association, covering the period November 12, 1984-June 30, 1987 is presented. Items covered in the agreement include: unit recognition, dues deduction, association rights, no strike clause, release time for the association president, nondiscrimination, rights of probationary faculty, tenure, representation and professional conduct, access to personnel records, tuition and fee waiver, administrative responsibilities, seniority, professional responsiblities of faculty and workload, academic freedom, department procedures, summer quarter employment, faculty evaluation, retrenchment by layoff and by other means, retrenchment benefits, faculty recall or other placement, retraining sabbatical, grievance procedure, paid leaves of absence, unpaid and other leaves of absence, holidays and vacations, fringe benefits, salaries for academic years 1984-1987, promotion procedures, salary equity/market adjustments, and retirement system. (SW)

ED 278 363 IR 012 470

Riccobono, John A.
Use of Electronic Information Technologies for Non-School Learning in American Households. Report of Findings from the 1985 Home Information Technology Study (HITS).
Corporation for Public Broadcasting, Washington, D.C.
SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-86-215
PUB DATE- Aug 86
NOTE- 143p.; For a related report, see IR 012 550.
CONTRACT- OE-300-83-0153
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Adults; *Attitudes; Audio Equipment; Family Environment; *Information Technology; Interviews; *Learning Activities; Microcomputers; National Surveys; Preadolescents; Telecommunications; Television; *Use Studies; Video Equipment; Young Children
IDENTIFIERS- *Informal Learning

One of two reports on the 1985 Home Information Technology Study (HITS), a national survey conducted to provide insights into the role played by educational technologies in out-of-school learning, this volume provides current estimates of the availability and accessibility of information technologies and related program materials in American households, and examines how, by whom, and to what extent these household technologies/resources are used for informal learning. The first of five major sections in this report, the introduction provides background information on the study and a description of the survey methodology. Detailed analyses of the data are then presented in separate sections for: (1) the general household availability of technological equipment and program materials to persons in the four age groups; (2) the use of technology/educational material for nonschool learning by children and adults; and (3) attitudes toward various information resources/technologies for different types of learning, and how these attitudes differ among and between users and nonusers of these materials. The fifth section provides a summary of the major findings and conclusions drawn from the data analyses. Appended materials include copies of the HITS survey questionnaire (interview) items; a summary of the HITS study design and procedures; and a brief discussion of the precision of reported estimates and generalized standard errors. (BBM)

ED 278 375 IR 012 486

Schultz, Charles P.

PIR-1 and PIRPL. A Project in Robotics Education. Revised.

PUB DATE- Feb 86
NOTE- 25p.; Paper presented at the Florida Instructional Computing Conference 1986. Report on a student project in a master's program at Barry University (Florida).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Non-Print Media (100) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Science Education; *Computer Software; Diagrams; Higher Education; *Microcomputers; Production Techniques; *Programing Languages; *Robotics
IDENTIFIERS- Apple (Computer); Barry University FL; BASIC Programing Language; Commodore VIC 20

This paper presents the results of a project in robotics education that included: (1) designing a mobile robot--the Personal Instructional Robot-1 (PIR-1); (2) providing a guide to the purchase and assembly of necessary parts; (3) providing a way to interface the robot with common classroom microcomputers; and (4) providing a language by which the robot could be controlled--Personal Instructional Robot Programming Language (PIRPL). Schematic diagrams accompany a detailed description of the robot's hardware design, and information on the selection of robot components includes a list of the parts required with the vendor, ordering number, and cost for each part. Step-by-step instructions for assembling the robot include a base layout diagram. Instructions are also provided for interfacing the robot with either of two microcomputers--the VIC-20 Commodore and the Apple. The control language--PIRPL--is described, including commands, error messages, and listings of the computer codes for both microcomputers. Diagrams provided include the typical arrangement of a robotic system, and interface cabling and wiring. Additional robot component sources and references complete this report. (DJR)

ED 278 472 PS 016 249

Dennis-Small, Lucretia; Washburn, Kerry

Family-Centered, Home-Based Intervention Project for Protective Services Clients. Innovations in Protective Services. Final Report.

Texas State Dept. of Human Resources, Austin.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 30 Sep 86
NOTE- 47p.
GRANT- OHDS-06C23-10
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Abuse; *Child Neglect; Comparative Analysis; Costs; *Home Programs; *Intervention; Models; Prevention; *Problem Solving; Program Descriptions; *Program Effectiveness; Program Evaluation; Social Services; State Programs
IDENTIFIERS- Child Protective Service; *Texas

This two-year project demonstrated a model for preventing the removal of children from their homes, with the aim of reducing both the number of children entering foster care and the number of families recycled through the child protective services system. The project was a joint effort by the Texas Department of Human Services (DHS) Region 11 child protective services programs from Harris and Montgomery counties and the DePelchin Children's Center in Houston. Intervention focused on helping families learn new ways to solve typical family problems. Parts I and II of the report provide, respectively, a process description and an impact evaluation of project outcomes for the period between September, 1984, and August, 1986. The process description focuses on the background and origin of the project, first- and second-year operations and accomplishments, issues, and problems. The impact evaluation of the project compares the intensive intervention provided by DHS with similar services provided by the private contractor, DePelchin Children's Center, and with standard DHS protective services. Results indicated that while costs of intensive services were higher than for DHS standard services, the lower rate of removals and recidivism in intensive services cases resulted in lower cost for foster care and additional casework. Cost differences between intensive intervention provided by DePelehin and DHS were negligible. Appendices provide case summaries and the screening and impact evaluation forms used in the project. (RH)

ED 278 501 PS 016 310

Ainslie, Julie; And Others
Family Day Care Licensing Study: Family Day Care Advocacy Project, 1986.
Children's Foundation, Washington, D.C.
PUB DATE- Dec 86
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Certification; *Child Caregivers; Corporal Punishment; *Discipline; *Family Day Care; Inspection; National Surveys; *Qualifications; State Programs; Training; Zoning
IDENTIFIERS- *Criminal Records; Fingerprints; *State Regulation

Fifth of a series, this report presents the results of a nationwide 1986 survey of state regulatory systems for family day care services. Findings indicate that in most states the number of regulated providers has increased dramatically since the 1984 study, while federal and state funding has decreased, making regulatory efforts more difficult. Lack of adequate funds also resulted in lack of training resources for family day care providers. Less than a quarter of all states required any training and even that required may be restricted in content or required only for providers receiving public funds. States increasingly are developing separate regulations for group family day care, recognizing the growth of this form of child care and acting to improve it. Survey data were obtained through telephone interviews, were verified when possible, and were collected on all 50 states and the District of Columbia. In addition to indicating the number of homes regulated, most states provided information about (1) regulations and requirements; (2) inspection, training, and orientation; (3) provider qualifications; (4) criminal record checks/fingerprints; (5) discipline/corporal punishment; and (6) zoning. Special provisions on other topics are mentioned in some reports. All reports provide a contact person's name, address, telephone number and institutional affiliation. (RH)

ED 278 516 RC 016 060

Pare, Joan

Unemployment and Child Abuse.

PUB DATE- Jul 84
NOTE- 34p.; Paper presented at the International Institute of Social Work in Rural Areas (2nd, Orono, ME, July 28-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; Family Problems; *Incidence; Literature Reviews; Parent Child Relationship; *Rural Areas; Rural Economics; Seasonal Employment; Stress Variables; *Unemployment
IDENTIFIERS- *Cause Effect Relationship; Economic Impact; *United States (Northwest)

To explore the correlation between unemployment and child abuse rates, a literature review was conducted and the phenomenon was examined in a rural Inland Northwest county (X County) of 9,800 population which derived its main income from lumber and agriculture. Monthly substantiated child abuse cases were tallied from the Department of Health and Welfare, Youth Services records from January 1978 through December 1983 and correlated with state unemployment rates. Contrary to the literature, survey findings did not support direct correlation between unemployment and child abuse rates. Over the 5-year period, during the month of September when child abuse was the highest, unemployment was lowest. Upon investigation of the geographical and cultural aspects of X County, the unanticipated factor of predictable unemployment appeared. Findings, substantiated by personal interviews, indicated family stress was less in X County during periods of anticipated seasonal unemployment than when employment was high. As long as anticipated unemployment did not exceed a 1- to 3-month period, family stress was lower during periods of unemployment. These factors appear to be particular to many rural communities and need to be recognized so that preventative measures can be initiated at crucial times of the year. (NEC)

ED 278 588 SO 017 756

Carlson, Helen L.
Social Studies Teacher Education: The Role of Interactive Videodisc in Understanding Cultural Diversity.
PUB DATE- 17 Nov 86
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (66th, New York, NY, November 14-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; *Cultural Differences; Cultural Education; *Educational Technology; Global Approach; Higher Education; *Instructional Improvement; Methods Courses; *Preservice Teacher Education; *Social Studies; *Teaching Methods; *Videodisks

Intended to improve the quality of social studies teacher education coursework, this paper discusses the use of interactive videodisks in understanding cultural diversity. Beginning with a review of studies about using videodisks, the paper describes the strategies for content development derived from interviews with 15 subject matter experts and a review of the published literature. Learner characteristics were analyzed by means of a survey of 90 undergraduate students at the University of Minnesota College of Education and Human Services Professions. The survey contained sections related to tolerance and discrimination issues, content background, and demographic characteristics. Upon completion of learner analyses and content development, the development of objectives, flow charts, and specific content in the form of modules was carried out. The use of interactive videodisks allowed learner choice and self-pacing, active learning, feedback, and exposure to multi-sensory learning sources. The paper concludes with a description of field testing and research, and a summary of the value of videodisks in social studies teacher preparation. A list of references is included. (KWL)

Goodman, Pearl
Video in Second Language Teacher Training.
PUB DATE- 85
NOTE- 7p.; In: Gillespie, Junetta B., Ed. Video and Second Language Learning. Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1985; see FL 016 373.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Journal Articles (080)

DESCRIPTORS- Audiovisual Aids; Classroom Research; *Demonstrations (Educational); Higher Education; Instructional Materials; Language Teachers; Lecture Method; *Material Development; *Microteaching; Second Language Instruction; Student Participation; *Student Teachers; *Teacher Education; Teaching Skills; *Videotape Recordings

Several uses for videotape recordings in teacher training have evolved. They can be used for classroom demonstration of a methodology, approach, or technique, or for preserving and re-using a particularly good lecture by an effective speaker. Microteaching sessions or simulations can be recorded and critiqued or evaluated by the student himself. Teachers can tailor instructional materials to their classes and purposes, which can be especially effective in English for special purposes. Authentic prerecorded instructional materials are also becoming more readily available. Videotaping can also be useful for classroom research and observation. Teachers and teacher trainees can find creative uses for this technology, and should not bypass or undervalue the potential of basic video use in favor of more advanced technology. (MSE)

ED 278 294 HE 019 960

Allen, David F.
Survey of May 1986 Graduates. Highlights.
North Carolina Univ., Wilmington. Div. of Student Affairs.
REPORT NO.- RB-CPPC-010187
PUB DATE- 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Aspiration; Alumni; *Career Planning; *College Graduates; *Education Work Relationship; Employment Experience; Graduate Surveys; Higher Education; Institutional Research; Occupational Aspiration; Questionnaires; *Student Attitudes; *Student College Relationship; *Student Experience
IDENTIFIERS- *University of North Carolina Wilmington

Results of a survey of candidates for graduation at the University of North Carolina, Wilmington, are summarized, with attention to college experience and future educational and career plans. Of the 520 graduates, questionnaires were returned by nearly half (46%), who were representative of the total population. Family and friends were cited as being most influential in the student's decision to attend the school. Students admitted receiving help outside their academic department, mostly for selecting courses. Participation in preprofessional and departmental clubs was the activity most relevant to career and employment pursuits. Nineteen percent of the respondents had accepted full-time employment, and 13% were continuing their education. Almost all said they would go to college again and would recommend the university to a friend, while 85% said they would pursue the same major. Almost three-fourths said they were very well prepared to conduct a job search, and 44% used at least one service of the Career Planning and Placement Center. Additional findings, the questionnaire, and responses to each item are presented. (SW)

ED 278 351 HE 020 039

Faculty Contract between Saginaw Valley State College and the Saginaw Valley State College Faculty Association, July 1, 1984-June 30, 1987.

National Education Association, Washington, D.C.; Saginaw Valley State Coll., MI.
PUB DATE- 1 Jul 84
NOTE- 107p.; Contains small print of varying density. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Part Time Faculty; Personnel Policy; Released Time; *State Colleges; Summer Schools; Teacher Discipline; Teacher Salaries; Tenure; Unions
IDENTIFIERS- Faculty Reassignment; National Education Association; *NEA Contracts; Personnel Files; *Saginaw Valley State College MI

The collective bargaining agreement between Saginaw Valley State College (SVSC) and the SVSC Faculty Association Chapter (97 members) of the National Education Association covering the period July 1, 1984-June 30, 1987 is presented. Items covered in the agreement include: unit recognition, personal rights protection, release time for faculty association president, consultation between the CVSC board and the association, teacher load and requirements, credit hour teaching load, overload and underload credit hour teaching, spring-summer credit hour assignments, short-term courses, new program and course development, professional improvement, part-time teaching, outside employment, academic freedom, research professors and research leaves, off-campus teaching, college services available to faculty, college committees, personnel files, promotion and tenure criteria, faculty evaluation, faculty reassignment, faculty discipline, termination of tenured and nontenured faculty, department organization and duties, grievance procedure, management rights, fringe benefits, and salaries. (SW)

ED 278 444 JC 870 073

Rush, Peter D.; Alfred, Richard L.
Emerging Trustee Roles in Community College Governance.
Association of Community Coll. Trustees, Annandale, Va.
PUB DATE- Jun 85
NOTE- 63p.
AVAILABLE FROM- Association of Community College Trustees, 6928-A Little River Turnpike, Annandale, VA 22003 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrator Role; College Administration; College Governing Councils; *Community Colleges; Educational Change; *Educational Trends; Futures (of Society); *Governance; *Governing Boards; *Trustees; Two Year Colleges

Designed for community college trustees, faculty, administrators, and state officials, this monograph examines conditions of change confronting community colleges and outlines specific role dimensions for trustees in governance. Introductory remarks pointing to questions being raised concerning the decision-making authority and capacity of trustees are followed by a working definition of governance to be used as a basis for the assessment of current and future trustee roles. The next section examines trustee roles in governance, offering a model that contains two elements: the amount of time and attention trustees devote to strategic issues and the problem of dualism in governing community colleges. In addition, historical and current perspectives on trustee roles are provided. Next, changing social conditions (e.g., deinstitutionalization of human services, centralization of state-level decision making, economic differentiation, and changing government spending priorities) are reviewed in terms of their effect on trustee roles in governance. After proposing an expanded trustee role in budgeting and planning, the monograph presents a chart outlining respective trustee and administrative roles in governance for 16 decision areas. Next, an in-service model for trustee development is presented, and information on the implementation of the model is provided. Finally, concluding comments summarize the components of the future roles of trustees. A "working bibliography" of 70 sources is appended. (LAL)

ED 278 458 JC 870 092

Watts, Gordon E., Ed.
The Journal of Staff, Program, & Organization Development; Volume 4, Numbers 1-4, 1986.
PUB DATE- 86
NOTE- 121p.
AVAILABLE FROM- Forum Press, Inc., P.O. Box 876, Stillwater, OK 74076 ($14.00, individuals; $20.00, libraries; $12.00 quantity).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; College Faculty; Community Colleges; Educational Quality; Faculty College Relationship; *Faculty Development; Inservice Education; *Organizational Development; Postsecondary Education; Professional Development; Program Development; School Holding Power; *Staff Development; Two Year Colleges

These four issues of "The Journal of Staff, Program, and Organization Development" contain the following articles: "A Theory of Effectiveness: Faculty Development Case Studies," by Ronald Smith and Fred Schwartz; "Career Goals of Faculty," by Mary Deane Sorcinelli; "Effects of a Staff Development Center," by Donna Nickel; "Distinguished Teaching Awards," by David Irby and Alice Kuramoto; "A Linkages Model for Leadership Renewal," by Dale F. Campbell; "Effective Department Chair Training on a Low Cost Budget," by Ann Lucas; "Staff Development Needs of Part-Time College Faculty," by Ann Byrd and Al Smith; "The Inside-Outside Connection: Professional Advancement for Instructional Development Professionals," by J. Nicholls Eastmond, Jr. and Robb S. Russon; "Merit Pay and Merit Recognition Plans in Community and Junior Colleges," by Hans Andrews; "Measuring Teaching Excellence," by Judith Olson-Fallon and Donald Stanley; "Assessing Professional Development Interests of Faculty," by James Eison; "Faculty Satisfaction with Faculty Evaluation Procedures," by Robert Dollar and Martha Martin; "The Bull's Eye Approach to Analyzing, Developing, and Implementing Training for Business and Industry," by Patricia Gill and Harold Suggs; "New Expectations of Academic Personnel Administration," by Hugh Thompson; "Using an Objective Observation System to Diagnose Teaching Problems," by Karron G. Lewis; "Student and Alumni Activities," by Frank Canavit; "Faculty Renewal," by Millicent Community College," by Janet B. O'Dowd. (LAL) by Phyllis Zweig Chinn; and "Mental Health Counseling in the Community College," by Janet B. O'Dowd. (LAL)

ED 278 487 PS 016 286

Ozkaptan, Halim; And Others
Receptiveness of Army Families in USAREUR to Incentives for Extension. Research Report 1376. Final Report.
Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
REPORT NO.- ARI-RR-1376
PUB DATE- Aug 84
NOTE- 69p.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Costs; *Family Attitudes; *Incentives; *Labor Turnover; *Military Personnel; *Personnel Needs; Personnel Policy; Spouses; Surveys; Tables (Data)
IDENTIFIERS- *Army; Europe; Military Reenlistment

This study investigates the relative effects of financial and other incentives on the willingness of Army families to extend overseas tours of duty in Europe and touches on some of the underlying reasons why families choose not to extend. A survey was prepared to assess the relative effects of a $50, $100, or $200 per month bonus or a one-time $1,000, $2,000, or $3,000 bonus on the willingness of families to extend in USAREUR (United States Army--Europe) for 12 months). In addition, the incentive value of a space-required trip to point of embarkation or home of record, with 30 days noncharged leave, was assessed. The option of a different job was also offered as an incentive for a 12-month extension. The survey was administered in May 1983 to more than 1,000 Army families, including both the service members and their spouses. Families were representative of service members in combat arms, combat support, and combat service support organizations which were distributed over large, medium, and small military communities. A representative distribution of married and accompanied families in each rank grade was obtained. Findings indicated that service members were distributed in three groups: those who would extend without incentive, those who might extend with incentive, and those who would not extend for any inducement. Findings are intended for use by Army planners to determine the most cost-effective incentives for a desired extension rate. Data for enlistees, noncommissioned officers, and officers are presented separately. (RH)

ED 278 544 SE 047 708

Shaw, Carol M.; Underiner, Tamara L.
Bringing Career Education into Math and Science Classrooms: Sex Equitable Strategies.
Dayton Univ., Ohio.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

PUB DATE- 83
NOTE- 192p.; Prepared at the School of Engineering. Drawings may not reproduce well.
AVAILABLE FROM- School of Engineering, University of Dayton, 300 College Park, Dayton, OH 45469-0001 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Choice; *Career Education; High Schools; Learning Strategies; Mathematics Education; Mathematics Instruction; Nontraditional Occupations; *Science Careers; Science Education; *Science Instruction; Scientists; Secondary School Mathematics; *Secondary School Science; Sex Bias; *Sex Fairness; *Teaching Methods

Designed for the use of high school personnel, especially mathematics and science teachers, this manual provides ideas and mechanisms that will help reduce inappropriate career decisions based on emotions, sex role stereotyping, and misinformation. Contents include sections which focus on: (1) where the jobs are in science and engineering; (2) teacher's influence on students' choices (strategies for encouraging nontraditional careers); (3) five role models for teachers and students; (4) career navigation paradigm (helping students chart their careers); (5) the industrial connection; (6) the university as a resource; (7) the community as a career education resource; (8) a total career education model; (9) students journeying toward a technological future; and (10) a bibliography categorized by articles, books, directories, ERIC documents, pamphlets, periodicals/proceedings, and vocational books/articles. (ML)

ED 278 234 FL 016 366

Tarone, Elaine
Teaching Strategic Competence in the Foreign Language Classroom.

PUB DATE- 83
NOTE- 11p.; In: Savignon, Sandra J., Ed. and Berns, Margie S., Ed. Communicative Language Teaching: Where Are We Going? Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1983; see FL 016 358.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Class Activities; Communication Problems; *Communication Skills; *Communicative Competence (Languages); *Instructional Materials; Language Research; Language Skills; Learning Strategies; *Second Language Instruction; Second Language Learning; Teacher Role
IDENTIFIERS- *Strategic Competence (Languages)

Communicative competence has at least three components: grammatical competence, sociolinguistic competence, and strategic competence. Strategic competence is the knowledge of how to use one's language to communicate intended meaning. Foreign language students may develop competence in each of these three areas at different rates, but all are important in developing communicative competence. Communicative classroom materials and exercises should address both the student's overall skill in successfully conveying information and his/her ability to use communication strategies when the process of conveying information encounters a problem. Most materials address only overall skills. Research has yielded some information about communication strategies that can be applied in foreign language teaching. Teachers can encourage students to use these strategies by providing both opportunities for practice and actual instruction in their use. Instruction can be direct or indirect, based on classroom exercises. The exercises providing practice build resources that allow the students to be flexible in real-world interactions. (MSE)

Donovan, L. G.
A Critical View of the Natural Approach.
PUB DATE- 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- Adult Learning; Children; *Communicative Competence (Languages); Comparative Analysis; Educational Environment; Individual Instruction; *Instructional Effectiveness; *Instructional Materials; Language Fluency; Language Usage; *Learning Theories; Methods Research; Second Language Instruction; Second Language Learning; Teacher Education; *Teaching Methods
IDENTIFIERS- Error Correction (Language); *Natural Approach (Languages)

The Natural Approach to second language instruction has theoretical flaws and tends to reverse teaching methods that have been used successfully for many years. The approach exaggerates the presumed failure of previous language programs and ignores some important characteristics of children's language learning processes. It assumes that explicit error correction is ineffective for children and adults. This theory is not firmly established. In addition, in suggesting that the vocabulary and structures for instruction be chosen for their communicative values and not for frequency of usage, and thus not be limited in extent, the method reverses sound and practical materials selections made through necessity since the 1960s. Second language instruction still requires a solid body of well-chosen frequently-used words, sentences, and morphological components that can be thoroughly mastered, frequently reviewed, and supplemented when necessary to prepare students to confront the random nature of real- world language needs. What is of primary importance is to adapt programs to the students, their needs, and their backgrounds and to provide competent, dynamic, and thoughtful teachers while avoiding the pitfall of making all classrooms into a testing ground for new versions of old theories. (MSE)

ED 278 323 HE 020 006

Levine, L.; And Others
The Impact of the Macintosh at Dartmouth (1984/1985).
PUB DATE- 86
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Applicants; College Curriculum; *College Faculty; *College Students; Computer Literacy; Computer Uses in Education; *Courseware; Enrollment Influences; Higher Education; *Microcomputers; Participant Satisfaction; Private Colleges; Purchasing; Questionnaires; *Use Studies; Word Processing
IDENTIFIERS- Apple Macintosh; *Dartmouth College NH

The impact of growing numbers of personal computers at Dartmouth College was assessed. During one academic year (1984- 1985), the number of personal computers (mostly Macintoshes) grew from less than 50 to almost 2,000. The assessment focused on three areas: purchase and admissions data, student life, and the curriculum. Tentative findings include: blacks and females bought Macintoshes at significantly lower rates than did whites and males. These same groups also made less use of other campus computing resources. Students who purchased Macintoshes had higher quantitative scores on the Scholastic Aptitude Test (SAT) than nonbuyers but there were no differences in verbal SAT scores. Students seemed to like their Macintoshes; they used them primarily for word processing and they believed that their performance had improved by having one. Student communications improved greatly as a result of the personal computers. Faculty and students felt generally positive about the effect of the Macintoshes on the curriculum, but there was no evidence that the amount of learning had increased in courses using the computers. Statistical findings and the study questionnaire are appended. (SW)

Burton, Jane; Morris, Judith
CET and IT in Education and Training. CET Information Sheet 2.
Council for Educational Technology, London (England).
PUB DATE- Jul 86
NOTE- 23p.
AVAILABLE FROM- Council for Educational Technology, 3 Devonshire Street, London W1N 2BA England (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Artificial Intelligence; Communications Satellites; Databases; *Educational Technology; Elementary Secondary Education; Higher Education; *Information Technology; Interactive Video; International Programs; *Professional Associations; Publications; *Research Projects; Resource Centers; Special Education; *Telecommunications; Training
IDENTIFIERS- *Information Skills; Prestel; *United Kingdom

This summary of Council for Educational Technology (CET) activities begins with a definition of educational technology and a brief statement on its importance in the learning process. Activities, including involvement in both CET and cooperative projects, are then briefly described in 16 areas: (1) instructional technology (IT) in the curriculum; (2) the technology, including hardware, software, artificial intelligence, operating systems, file interchange, software distribution, and online databases; (3) communications, including electronic mail and bulletin boards; (4) videotex, including Prestel, Viewdata, and telesoftware; (5) teleconferencing; (6) broadcasting and satellite technology; (7) interactive video; (8) IT and microelectronics for children with special needs and students with learning difficulties; (9) IT in administration and management of schools; (10) IT and learning information skills; (11) IT and links with libraries; (12) IT and training; (13) open learning; (14) international links; (15) standards and specifications; and (16) copyright. Sources of additional information are indicated for a number of the projects and a list of CET publications providing information on the potential and applications of some of the technologies mentioned is appended. (BBM)

ED 278 404 IR 051 763

Bennett, William J.
Address by William J. Bennett, United States Secretary of Education. Annual Conference of the American Association of School Librarians (Minneapolis, Minnesota, September 24-28, 1986).
Department of Education, Washington, DC. Office of the Secretary.
PUB DATE- 27 Sep 86
NOTE- 13p.; For "What Works. Research about Teaching and Learning," see ED 263 299. For "First Lessons. A Report on Elementary Education in America," see ED 270 236.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Librarians; Library Collection Development; *Library Role; Reading Ability; *Reading Improvement; *Reading Material Selection; *School Libraries

Libraries serve our nation and its citizens in two primary ways: by preserving our common culture, and by nurturing and sustaining democracy itself. A particular democratic function of libraries is fostering reading. As noted in two reports recently issued by the U.S. Department of Education, "What Works" and "First Lessons," it is imperative to develop our children's reading ability, and libraries are essential to achieving this goal. Libraries should not only preserve; they should promote learning and literature--librarians should be advocates as well as custodians. Moreover, the library is an essential part of the school and, as key members of a school's education team, librarians can contribute to the content of education by thinking carefully about the books they acquire for the library and by making a judicious selection of the books they wish to promote. Although technological innovations have led to enormous changes in the operations of libraries, the preservation and nurture of our culture and our nation are still the functions of libraries. Good books and good librarians are indispensible to the attainment of this goal. (KM)

ED 278 418 IR 051 779

Slade, Alexander L.; And Others
The Evolution of Library Services for Off-Campus and Distance
  Education Students in British Columbia.
PUB DATE- Sep 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
  Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Developed Nations; *Distance Education;
  *Extension Education; Fees; Foreign Countries; Higher Education;
  Interlibrary Loans; Library Collections; Library Instruction;
  *Library Services; Library Surveys; Online Searching; *Outreach
  Programs; Reference Services; *Telephone Communications Systems
IDENTIFIERS- British Columbia; Open Learning Institute BC; Simon
  Fraser University (Canada); University of British Columbia
  (Canada); University of Victoria BC

This report examines the institutionalization of library services for distance education students at four educational institutions in British Columbia, and provides an overview of the status of distance library services in British Columbia by comparing those services with distance library service provided elsewhere in Canada. The development and current status of distance library services at the University of British Columbia (UBC), the University of Victoria (UVic), Simon Fraser University (SFU), and the Open Learning Institute (OLI) are described, and the common distance library service elements of the four institutions are compared, including core collections, special telephone lines, requests for specific material, reference queries, interlibrary loans, computer literature searches, advertisement of services, bibliographic instruction, support staff, and charges for service. This comparison reveals that library services are an important component of university extension and distance education in British Columbia. The 31 replies received in a national survey of 42 university libraries, however, indicate that few libraries elsewhere in Canada employ a model of distance library service similar to the one used in British Columbia. It is noted that the growing body of literature on distance library services will help promote more awareness of these services and facilitate the development of a closer working relationship between distance education personnel and librarians. (KM)

ED 278 431 JC 860 347

Doan, Henry M.; And Others
Student Retention: A Longitudinal Study Tracking First-Time Students at an Urban Multi-Campus Community College.
PUB DATE- Jun 86
NOTE- 17p.; Paper presented at the Annual Forum of the Association for Institutional Research (Orlando, FL, June 21-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; College Freshmen; Community Colleges; *Dropouts; Enrollment; Enrollment Trends; Longitudinal Studies; Multicampus Colleges; *School Holding Power; *Stopouts; Two Year Colleges; *Two Year College Students; Urban Schools
IDENTIFIERS- *Northern Virginia Community College

A study was conducted at Northern Virginia Community College (NVCC) to examine student enrollment and retention patterns; quarter-to-quarter retention; retention rates by full-time/part-time status, sex, race, and age; cumulative graduation rates; and the relationship between first-quarter academic performance and subsequent quarter enrollment. The study tracked first-time students entering NVCC in the fall quarters of 1979 through 1983, and followed them up to the winter quarter of 1985. Study findings included the following: (1) between 28% and 35% of all first-time students enrolled at the college for only one quarter; (2) between 59% and 72% of all first-time students enrolled at NVCC for a total of three quarters or less; (3) attrition rates between first and second quarter of enrollment increased from 40% among the fall 1982 group to 44% among the fall 1983 group; (4) cumulatively, after six quarters of enrollment, only about 2% of the first-time students graduated; (5) fall-to-winter retention rates ranged from 56% to 60%, with fall 1983 having the lowest rates; (6) generally, retention rates among males were about 2% higher than among females; (7) students under 21 years of age had the highest fall-to-winter retention rates of all age groups; and (8) of the students who achieved a first quarter grade point average of 2.00 or above, at least 62% returned in subsequent quarters. (EJV)

ED 278 530 RC 016 083

Connor, Walker, Ed.
Mexican Americans in Comparative Perspective.
Urban Inst., Washington, D.C.
REPORT NO.- ISBN-0-87766-390-4
PUB DATE- 85
NOTE- 371p.
AVAILABLE FROM- University Press of America, 4720 Boston Way, Lanham, MD 20706 ($14.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020) Books (010)
DESCRIPTORS- Acculturation; Bilingualism; Comparative Analysis; *Cross Cultural Studies; Cultural Context; Cultural Pluralism; Ethnic Discrimination; Ethnicity; Ethnic Relations; Futures (of Society); Government Role; *Immigrants; *Language Maintenance; *Mexican Americans; Migration; *Political Issues; Population Trends; Public Policy; Social Integration; Sociocultural Patterns; *Socioeconomic Influences; Spanish Speaking

The outgrowth of a conference intended to broaden the base of objective information about the Mexican American community, this collection of 13 papers examines the effects of immigration by people of Mexican origin on the economic, educational, social, political, and linguistic systems of the United States. Walker Connor's introduction puts the ethnic heterogeneity of the United States into a global perspective. J. Milton Yinger explains how immigrant groups move along the continuum of assimilation. Donald L. Horowitz explores the sources and control of ethnic conflict. John Stone compares recent migrant workers in western Europe with Mexican immigrants to the United States. Myron Weiner presents a detailed example from India to shed light on transborder conflict. Rosemarie Rogers focuses on economically motivated migration streams. Papers by Nathan Glazer, Rodolfo de la Garza, and Harry P. Pachon are devoted to the issue of Mexican American participation in U.S. politics. Papers by Shirley Brice Heath, Reynaldo. F. Macias, and Joshua Fishman address language policies. Topics include government policymaking with regard to language, language retention, bilingualism among Mexican Americans, language discrimination, and the quest for ethnic identification. A summary paper by Walker Connor emphasizes Mexican American heterogeneity. (JHZ)

ED 278 574 SO 017 007

Didactics of Geography: Selected Bibliography for 1982. Information Bulletin.
Charles Univ., Prague (Czechoslovakia).
PUB DATE- 85
NOTE- 392p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Comparative Education; Educational Media; Educational Objectives; Foreign Countries; Foundations of Education; *Geography; *Geography Instruction; *Global Approach; Higher Education; Periodicals; Planning; Resource Materials; Teaching Methods; Textbooks
IDENTIFIERS- Czechoslovakia

Over 460 resources published between 1981 and 1982 are listed in this selected bibliography on the didactics of geography. Entries are classified under the following headings: (1) the didactics of geography as a scientific discipline; (2) textbooks on geography instruction and the didactics of geography in Czechoslovakia; (3) contemporary geography instruction and the didactics of geography in foreign countries; (4) educational and teaching objectives and the tasks of geography instruction; (5) geography instruction as a component of education at general education schools; (6) the educational teaching process in geography instruction with its gnoseological, psychological, and logical foundations; (7) the content of geography instruction; (8) didactical principles in geography instruction; (9) geography instruction methods; (10) geography instruction media; (11) organizational forms of geography instruction; (12) planning geography instruction; (13) the outcome of geography instruction; (14) the geography teacher; and (15) articles containing information on scientific geography. For each entry, the title of article, volume number, date, issue number, page numbers, abstract, descriptors, and country of origin are given. Abstracts are excerpted from 10 Czechoslovakian journals and from journals from Poland, the Federal Republic of Germany, the United States, USSR, Bulgaria, and Great Britain. English translations of titles and abstracts are presented throughout. (LH)

ED 278 219 FL 016 350

Medley, Frank W.

Motivating the Language Learner through Real Communication. ACTFL Master Lecture Series.

Defense Language Inst., Monterey, CA. Foreign Language Center.
PUB DATE- Jan 84
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; *Class Activities; Classroom Techniques; *Communication Skills; *Communicative Competence (Languages); *Language Proficiency; Language Skills; Learning Activities; *Learning Motivation; Postsecondary Education; Second Language Instruction; Student Attitudes; Student Interests; *Student Motivation

A discussion of second language teaching techniques that appeal to adult students looks at general principles of motivation and how they may apply in specific classroom activities. Theories of motivation and human needs are examined, and the role of language in meeting communication needs is considered. Communication activities for developing language proficiency at various levels are also discussed. The activities include some that are level-specific and some that can be adapted to the level of the participants. The adapted communication activities include paraphrasing (summarizing) an oral presentation, asking questions about an overheard conversation, reading authentic texts for key information, reconstructing newscasts, role-playing real life situations, and interpreting for a mute monolingual English speaker. (MSE)

ED 278 309 HE 019 978

Improving University Teaching. Volume II and Volume III. Contributed Papers. International Conference (12th, Heidelberg, Germany, July 15-18, 1986).

Maryland Univ., College Park. Univ. Coll.

PUB DATE- Jul 86

NOTE- 864p.; Document contains small print. For other volumes in this series, see HE 019 977-979.

AVAILABLE FROM- University of Maryland, University College, University Boulevard at Adelphi Road, College Park, MD 20742 ($40.00 for four volumes).

LANGUAGE- English

EDRS Price - MF05/PC35 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; Classroom Techniques; *College Faculty; *College Instruction; College Mathematics; College Science; Distance Education; *Educational Quality; Educational Technology; *Faculty Development; Higher Education; *Instructional Improvement; Interdisciplinary Approach; Liberal Arts; School Business Relationship; Student Evaluation; Teacher Education; Teacher Student Relationship; Women Faculty

Seventy-four papers from a 1986 international conference on improving university teaching are presented. Topics include: student-teacher relationships, the pulse of the academic professional, improving teaching via techology, campus-corporate linkages, institutional changes and liberal learning, improving university teaching through evaluation, quality and access, women in academia, issues in faculty development, innovations in distance learning, improving business education, students and success, innovative classroom methodologies, interdisciplinary studies, issues in student assessment, teacher education, and improving math and science teaching. Additional papers concern: improving university teaching using instructional resources, the computer and language learning, essay examinations in the business curriculum, verbal interaction analysis with university professors, directed self learning in liberal studies for science undergraduates, improving the organization of undergraduate textbooks, college response to an aging society, and a child development curriculum project that interfaces university and the workplace. (SW)

ED 278 364 IR 012 472

Bikson, T. K.; And Others

Using Computer-Based Technologies in Organizations: A Research Prospectus. A Rand Note.

Rand Corp., Santa Monica, Calif.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- Rand-N-2340-NSF/RC
PUB DATE- Jul 85
NOTE- 41p.
GRANT- SI-8412267
AVAILABLE FROM- The Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Consortia; Financial Support; *Information Technology; Organizational Climate; Organizations (Groups); *Research and Development Centers; Research Methodology; *Research Projects; Research Proposals
IDENTIFIERS- Implementation Analysis; *Institute for Interactive Information Environ CA; *Sponsored Research

This prospectus describes a new research consortium, the Institute for Interactive Information Environments (IIIE), whose mission is to improve understanding of the implementation of advanced information technology in organizational settings. The first of five major sections of the report, the introduction provides background information on the mission, objectives, organization, and initial activities of the institute. The second section discusses the research agenda, including criteria for the selection of projects, and describes research projects proposed in each of three major areas: implementation paradigm development, impacts on group and individual performance, and information environments for the 1990s. The proposed research methods discussed in the third section include longitudinal field studies, cross-sectional field studies, policy analysis, modeling/simulation and secondary analysis, laboratory experimentation and prototype development, and elite interviews. Plans for the dissemination of research results and products are also outlined. The fourth section describes the research environment at the Rand Corporation, emphasizing its reputation for strong, independent research and special areas of expertise. The position of IIIE as a special research and educational organization within Rand's Domestic Research Division and the working relationships of organizational sponsors and IIIE are outlined in the fifth section, and the governance of the institute is described. A list of 24 representative Rand publications is included. (BBM)

ED 278 376 IR 012 489

Bullock, Laura Chase
Shoplifting? No, Softlifting!
PUB DATE- 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Software; *Copyrights; Elementary Secondary Education; Programers; Public Schools; Publishing Industry; School Districts; School Personnel; *School Policy; Teacher Behavior
IDENTIFIERS- *Software Piracy

Directed at students, teachers, and administrators who illegally copy (pirate) software in the elementary and secondary schools, this paper clarifies the copyright law as it applies to software and suggests five reasons why school personnel break the law. Research is cited which indicates that the act of copying software penalizes software publishers and consumers as well as the software programmer. A district-wide policy is suggested as one way to eliminate "softlifting" in public school systems, and steps that must be taken before adopting such a policy are outlined. Also discussed are strategies for enforcing district policy for eliminating piracy of computer courseware at the K-12 grade levels. (DJR)

ED 278 502 PS 016 311

The Parent as Prime Educator: Changing Patterns of Parenthood. Summary Report and Conclusions, Western Hemisphere Seminar (4th, Lima, Peru, May 7-16, 1986).

Bernard Van Leer Foundation, The Hague (Netherlands).

PUB DATE- Sep 86
NOTE- 33p.
AVAILABLE FROM- Bernard van Leer Foundation, P.O. Box 85905, 2508 CP The Hague, The Netherlands (no price quoted; also available in Spanish version).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Background; Childhood Needs; Cultural Awareness; *Day Care; Developing Nations; Early Childhood Education; *Folk Culture; Foreign Countries; *Institutional Role; International Studies; Nonformal Education; *Parent Role; *Preschool Education; Professional Personnel; Readiness; Seminars
IDENTIFIERS- *Parents as Teachers; *Peru

The situation of the young child and family in Peru circa 1986 was the central concern of the Fourth Western Hemisphere Seminar. This summary report and statement of conclusions provides views on (1) meeting the needs of young children; (2) parental roles; (3) the professional's role; and (4) changes in policy. The discussion of children's needs focuses on parents as resources for learning, family school partnership, pressures on the family, and formal versus non-formal models of intervention. The discussion of parental roles takes up the issues of cost-effectiveness of parent-based programs and social influences on program effectiveness. Quality in programs, institutionalization, and professional/parent collaboration are topics discussed in the overview of the professional's role. The discussion of policy issues includes views concerning child advocacy and evaluation as a formative tool. It is concluded that a good curriculum in childhood education should be based on and positively reinforce the child's own family and environment, while remaining sensitive to the need of the child to move on to other environments. The key issues are the child's stable socialization, the development of the capacity to cope with school as an institution, and the ability to actively exploit opportunities. (RH)

ED 278 559 SE 047 725

Jungnickel, Christa; McCormmach, Russell
Intellectual Mastery of Nature. Theoretical Physics from Ohm to Einstein. Volume 1: The Torch of Mathematics, 1800-1870.

REPORT NO.- ISBN-0-226-41581-3
PUB DATE- 22 Jul 86
NOTE- 375p.
AVAILABLE FROM- University of Chicago Press, 5801 South Ellis Avenue, Chicago, IL 60637 ($55.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Historical Materials (060) Books (010)
DESCRIPTORS- *College Science; *European History; Higher Education; Intellectual History; Mathematicians; *Mathematics; *Physics; Physiology; Science Education; *Science History; *Science Instruction; Science Teachers; Secondary Education; Secondary School Science; Teaching Methods
IDENTIFIERS- Germany; *Historical Materials

Intellectual mastery of nature was the stated goal of the German physicists of the nineteenth century. In this first of two volumes, an attempt is made to bridge social, institutional, and intellectual history. Separate sections of the book deal with: (1) establishing physics at the universities; (2) German physicists before 1830; (3) promoting earth magnetism as a new physics; (4) reforms in teaching university physics (in particular, the development of the seminar and the laboratory in the 1830's and 1840's); (5) physics research in "Poggendorff's Annalen"; (6) connecting laws (careers and individual theories of the 1840's); (7) contributions of mathematicians to physics; (8) developments in Switzerland and Austria bearing on German physics; (9) physics at German universities from 1840 to 1870; (10) physics in Berlin (with regard to secondary education); (11) physics in Munich (in relation to technology); and (12) Kirchhoff and Helmholtz at Heidelberg (relating physics to chemistry and physiology). A bibliography and an index are included, along with the table of contents of the next volume, "The Mighty Theoretical Physics, 1870-1925." (TW)

ED 278 589 SO 017 759

Blumberg, Barbara
Celebrating the Immigrant: An Administrative History of the Statue of Liberty National Monument, 1952-1982. Cultural Resource Management Study 10.
National Park Service (Dept. of Interior), Washington, D.C.
PUB DATE- 85
NOTE- 209p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- Historiography; *Immigrants; Instructional Materials; *Museums; Primary Sources; *United States History
IDENTIFIERS- *Ellis Island; *Statue of Liberty

This book focuses on the history of the Statue of Liberty National Monument from 1952 through 1982. It describes how the monument has come to symbolize an expanding set of ideals, how the symbolism has produced responses in various groups of people ranging from celebrations to physical attacks upon the Statue, and the manner in which the monument is administered and maintained. This study includes accounts of the conception, financing, and development of the American Museum of Immigration, as well as the history of the incorporation of Ellis Island in the monument. The book contains eight chapters: (1) "The Statue of Liberty: Monument to an Expanding Set of Ideals"; (2) "A Project Is Proposed and Financed"; (3) "The American Museum of Immigration Takes Shape"; (4) "The First Decade of the American Museum of Immigration, 1972-1982"; (5) "What Shall We Do With Ellis Island? 1954-1965"; (6) "The Years of Neglect and Deterioration, 1965-1976"; (7) "The Search for Consensus and Funding Continues, 1976-1980"; and (8) "Preparing for the Centennials of the Statue of Liberty and Ellis Island." Included are appendices giving annual visitation figures and names of monument supervisors, notes on sources, seven figures, and 10 full page black and white photographs. (KWL)

ED 278 205 EC 191 772

Mott, Stacey E.; Casto, Glendon
Annotated Bibliography of Self-Report Measures of Family Functioning.
Revised.
Utah State Univ., Logan.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 42p.; A product of the Early Intervention Research Institute.
CONTRACT- 300-85-0173
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Behavior Rating Scales; Coping; *Disabilities; Evaluation Methods; Expectation; *Family Environment; Family Role; *Intervention; Knowledge Level; *Parent Attitudes; Preschool Education; Questionnaires; *Self Evaluation (Individuals); Social Support Groups; Stress Variables; Test Reliability; *Test Reviews; Tests; Test Validity
IDENTIFIERS- *Self Report Measures

The bibliography is intended to provide practitioners in early intervention programs with information about self-report (by parents) measures as they relate to evaluating family outcomes. Twenty-five measures are described in terms of content, format, reliability, and validity. Sources for obtaining the measures are also identified. Instruments fall into the following four general categories: social support and resources; stress and coping; family psychosocial environment; and parental knowledge, attitudes, and expectations. An attempt was made to include only those instruments for which some reliability and validity information was available. A five-page reference list concludes the document. (DB)

ED 278 250 FL 016 383

Mainous, Bruce H.; And Others
Spanish for Agricultural Purposes: Another Use of Video.
PUB DATE- 85
NOTE- 14p.; In: Gillespie, Junetta B., Ed. Video and Second Language Learning. Urbana, Language Learning Laboratory, University of Illinois at at Urbana-Champaign, 1985; see FL 016 373.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Agriculture; Audiotape Recordings; *Computer Assisted Instruction; Group Dynamics; *Instructional Materials; *Languages for Special Purposes; Latin Americans; North Americans; Notional Functional Syllabi; Off Farm Agricultural Occupations; Reading Instruction; Role Playing; Second Language Instruction; Second Language Learning; *Spanish; Videotape Cassettes; *Videotape Recordings; Writing Skills
IDENTIFIERS- PLATO; University of Illinois Urbana Champaign

Spanish for Agricultural Purposes is a set of study materials designed to furnish experience in Spanish for North American agriculturalists preparing to work in Latin America. The materials were developed in the University of Illinois' Language Learning Laboratory (LLL). They consist of (1) a basic manual based on specimens of agricultural writing in Spanish; (2) audio recordings and audio manual using linguistic exercises and a functional-notional syllabus; (3) a computerized reading course on the PLATO system; and (4) video tapes and video manual, including tape transcripts. The videotapes contain 48 three-minute interactions taped in the LLL studios and on the university's farms. The episodes show a North American agriculturist doing business in Latin America with extension agents, secretaries, government officials, school teachers, landowners, and farm workers. They transmit both language and cultural information. A valuable feature of the recordings is that no written script was used. The episode themes were given to the two or three role players, who then enacted them using natural language. (Author/MSE)

ED 278 265 FL 016 404

Clark, John L. D.
Handbook for the Development of Tape-Mediated, ACTFL/ILR Scale-Based Tests of Speaking Proficiency in the Less Commonly Taught Languages.
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 86
NOTE- 27p.; For related document, see FL 016 403.
GRANT- G008402258
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audiotape Recordings; Chinese; Communicative Competence (Languages); Correlation; Evaluation Methods; *Language Proficiency; *Language Tests; Models; Speech Skills; *Test Construction; Test Format; Test Use; Test Validity; *Uncommonly Taught Languages; *Verbal Tests
IDENTIFIERS- ACTFL ILR Oral Proficiency Guidelines

This handbook resulted from a project to develop a tape-based alternative test of language proficiency in less commonly taught languages. The objective was to produce a test that is modeled on and readily interpretable by the American Council on the Teaching of Foreign Languages/Interagency Language Roundtable (ACTFL/ILR) proficiency guidelines and that can serve as an alternative to the live interview in situations where the interview is not financially or administratively feasible. The handbook documents and provides commentary on the development and validation activities carried out in producing a tape-based test for Chinese. Sufficient depth and detail are provided to serve as a general guide for the preparation of similar tests in other less commonly taught languages. The conceptual and practical questions addressed in the handbook may be applicable to other languages even though different languages may present somewhat different measurement needs. A questionnaire for participants in the Chinese Speaking Test Study is appended. (MSE)

ED 278 338 HE 020 026

Collective Bargaining Agreement between Board of Regents, State University System of Florida, University of South Florida, and Graduate Assistants United, United Faculty of Florida, April 26, 1985-June 3, 1987.

Florida State Board of Regents, Tallahassee.; National Education Association, Washington, D.C.; University of South Florida, Tampa.

PUB DATE- 26 Apr 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Arbitration; *Collective Bargaining; *Contracts; Employment Practices; Evaluation Criteria; *Graduate Students; Grievance Procedures; Higher Education; Personnel Policy; Records (Forms); *Research Assistants; *State Universities; *Teaching Assistants; Unions
IDENTIFIERS- Dues Checkoff; National Education Association; *NEA Contracts; *University of South Florida

The collective bargaining agreement between the Board of Regents of the State University System of Florida, the University of South Florida, and Graduate Assistants United, the United Faculty of Florida, covering the period April 26, 1985-June 3, 1987 is presented. The bargaining unit covers the following employees: graduate research associates and assistants, graduate teaching associates and assistants, and graduate assistants. Items covered in the agreement include: unit recognition; appointments, reappointments, and terminations; employment performance evaluation; employee evaluation file; academic freedom; workload; outside employment/conflict of interest; nondiscrimination; copyrights and patents; inability to serve; grievance procedure and arbitration; tuition and fee waivers; use of facilities; dues deduction; and insurance deduction. An assignment dispute resolution form is appended, along with a dues check-off authorization form, a grievance form, and a notice of arbitration form. (SW)

ED 278 352 HE 020 040

Agreement between Saint Leo College, Inc. and United Faculty of Saint Leo College, United Faculty of Florida, NEA, October 19, 1983-June 2, 1985.

National Education Association, Washington, D.C.

PUB DATE- 19 Oct 83

NOTE- 47p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adjunct Faculty; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Development; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Part Time Faculty; Personnel Policy; *State Colleges; Teacher Responsibility; Teacher Retirement; Teacher Salaries; Tenure; Unions

IDENTIFIERS- National Education Association; *NEA Contracts; Personnel Files; *Saint Leo College FL; Union Rights

The collective bargaining agreement between Saint Leo College and the United Faculty of Saint Leo College/United Faculty of Florida Chapter (43 members) of the National Education Association covering the period October 19, 1983-June 2, 1985 is presented. Items covered in the agreement include: unit recognition, definitions, management and union rights, academic freedom, professional development, personnel files, outside employment, copyrights and patents, continuing education and external degree program, nondiscrimination, no strike clause, grievance procedure, arbitration, faculty appointments, consultation, reduction in force, adjunct or part-time faculty, retirement policy, leaves, services and facilities, full-time faculty workload, classroom instruction, faculty counseling of students, faculty service to the college, faculty professional development, faculty rank, retention and nonrenewal, academic council and curriculum committee, salary, and fringe benefits. (SW)

ED 278 445 JC 870 079

Databook: Maryland Community Colleges.
Maryland State Board for Community Colleges, Annapolis.

PUB DATE- Jan 87
NOTE- 178p.; For 1986 databook, see ED 264 925.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; *Degrees (Academic); Demography; Educational Certificates; Educational Facilities; *Educational Finance; *Educational Trends; *Enrollment; Enrollment Trends; Expenditures; Income; School Personnel; State Surveys; Statistical Data; *Student Financial Aid; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Maryland

Designed to provide information about the current status and future direction of Maryland's community college system, this report offers a summary and overview of all aspects of community college functioning in the state. Section I provides a general overview of higher education in Maryland, presenting a higher education organizational chart, undergraduate credit enrollment headcount, a comparison of undergraduate credit enrollments to political subdivisions served, and actual and projected Maryland births and high school graduates for the period 1963-1994. Section II focuses on enrollment trends between 1982 and 1986, examining credit enrollment by transfer and occupational program area, by student status, by race, and by residence; full-time equivalent (FTE) enrollment for state aid; state-funded credit enrollment trends; and continuing education enrollment. Section III looks at student financial assistance, summarizing the number of awards, total funds, and average awards for the 1984-1985 academic year. Degrees and certificates awarded in fiscal year 1986 are presented in section IV, while section V looks at revenues and expenditures, including costs of administering state aid, current unrestricted revenues, sources of support, and net cost per full-time equivalent student for fiscal years 1982-1987. Section VI presents data on salaries and characteristics of college administrative and instructional personnel; section VII offers information on the physical facilities of the colleges. Finally, section VIII presents tables showing student outcomes, 1987 tuition per 15-week term, the student-faculty ratio for 1982-1986, the Maryland State Board for Community Colleges organizational chart and a map of the state. (EJV)

ED 278 473   PS 016 250

Garrison, Carey; And Others
Automated Performance Tracking and Productivity Improvement Project. Innovations in Protective Services. Final Report.
Texas State Dept. of Human Resources, Austin.

SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 30 Sep 86
NOTE- 89p.; For the 1985 report, see ED 264 006. Appended materials contain marginally legible print.
GRANT- OHDS-06C23-10
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Records; Check Lists; *Computer Oriented Programs; Flow Charts; *Personnel Evaluation; Program Descriptions; Record Keeping; Records (Forms); *Social Services; Standards; State Programs; Training
IDENTIFIERS- *Case Management; Child Protective Service; Texas; *Tracking (Cases)

This final report is a process description of the methods used to establish an automated system for measuring the productivity of child protective services (CPS) staff in Texas's Region 10. It also describes the techniques used to train managerial staff in solving problems which might be identified when the system is operated at full capacity. Sections of the report focus on project background and origin, the management philosophy of Region 10, project goals and objectives, methods and procedures, a management training module for the new performance evaluation process, first-year and second-year progress in meeting objectives, the development of a checklist for use by supervisors to determine whether standards have been met, programing for the system, and explanations of the project to field staff. The report includes flow charts describing intake, in-home, and conservatorship services. Recommendations are offered which concern methods to enhance service delivery and the future statistical analysis of tracking system data. Appendices provide a Form 4040--Uniform Tasks and Standards performance evaluation form for a CPS specialist, 8 reading guides for program standards, 4 input documents, 12 output reports, and a brief description of the programing sequence. (RH)

ED 278 488 PS 016 287

Ozkaptan, Halim; And Others
A Profile of Army Families in USAREUR: Results of the 1983 Families in Europe Survey. Research Report 1428.
Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
REPORT NO.- ARI-RR-1428
PUB DATE- Jun 86
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); Community Involvement; Demography; *Family Attitudes; *Family Characteristics; Family Financial Resources; *Family Life; *Family Problems; *Military Personnel; Profiles; Quality of Life; Spouses; Surveys; Tables (Data); Well Being
IDENTIFIERS- *Army; *Europe

This report contains the results of a survey conducted in May 1983 of Army families in USARFUR (United States Army--Europe). A total of 1,036 married and accompanied family members, both military member and spouse, were surveyed. The sample was representative of the approximately 60,000 families in USAREUR in terms of rank distribution, combat unit type, and size of military community. The purpose of the survey was to obtain a broad range of information on family life in the Army and to assess family experiences in coming to and adjusting to life overseas. Sections of the report focus on family demographics, family wellness, family partnership with the Army, member's sense of community, the quality of life, adaptation to USAREUR, and family problems and concerns. Discussion centers on data presented in 38 tables and is organized to serve as a reference source for Army planners and decision makers engaged in the formulation and assessment of programs and policies that impact on Army families. Information concerning research method, sampling plan, and sample characteristics is appended. (RH)

ED 278 517 RC 016 064

Cuch, Forrest S.
Ute Indian Tribe Comprehensive Education Plan.
Ute Indian Tribe, Ft. Duchesne, UT. Education Div.
PUB DATE- Sep 83
NOTE- 288p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Adult Basic Education; *Adult Vocational Education; American Indian Culture; *American Indian Education; American Indian History; American Indians; Community Colleges; Dropout Rate; Economic Factors; *Educational Needs; Educational Planning; *Educational Quality; Elementary Secondary Education; Federal Indian Relationship; Postsecondary Education; Reservation American Indians; *School Demography; Student Characteristics; Tribes
IDENTIFIERS- Uintah and Ouray Reservation UT; *Ute (Tribe)

A survey of educational programs, background information about the Ute Tribe, and a summary of educational needs are followed by recommendations for improving the quality of education for Ute people. Part I gives a history of educational policy on the Uintah and Ouray Reservation from the first school in 1874 to the present. Part II describes the Ute Tribe's Education Division and its programs in the areas of adult basic education and vocational training, elementary and secondary education, early childhood education, higher education, off-reservation boarding schools, teacher training, and Ute language and cultural maintenance projects. Part III looks at the geography and history of the Uintah and Ouray Reservation and its current population and economy. Parts IV and V report educational data for elementary, secondary, and post-high school students. Topics include attendance, dropout rates, and Ute language fluency. Part VI discusses four major needs assessment studies completed from 1973 to 1983 and presents their conclusions. Part VII makes long- and short-range recommendations with emphasis on re-education of the young adult population, vocational education, rigorous evaluation of tribal education programs, tribally operated post-high school institution, and a tribal community college. The appendix includes student achievement scores and a bibliography. (JHZ)

ED 278 545 SE 047 709

Thulstrup, Erik W., Ed.
Proceedings of the Nordic Conference on Science and Technology Education: The Challenge of the Future (Karlslunde Strand, Denmark, May 8-12, 1985).
Royal Danish School of Educational Studies, Copenhagen (Denmark).
SPONS. AGENCY- Nordic Culture Fund, Copenhagen (Denmark).; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- ISBN-87-88289-50-8
PUB DATE- 8 May 85
NOTE- 410p.; Document contains small print; drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Biological Sciences; Computer Uses in Education; Educational Trends; Energy Education; *Environmental Education; *International Educational Exchange; International Programs; Mathematics Education; Models; *Physical Sciences; Science and Society; *Science Curriculum; Science Education; *Science Instruction; Student Attitudes
IDENTIFIERS- *Nordic Countries

The Nordic Conference of 1985 was convened for the purpose of fostering cooperation between science and technology educators within different fields and at different levels, with approximately 40 science and technology educators from Finland, Norway, Sweden, Denmark, India, the United States, and Yugoslavia participating. This report contains 27 contributed papers from the conference. Some of the topics addressed include: (1) teaching with computers; (2) physics instruction; (3) theory of mathematics education; (4) UNESCO's activities in science and technology education; (5) biotechnology teaching; (6) interdisciplinary environmental education; (7) every day chemical phenomena; (8) science and society; (9) student attitudes toward science; and (10) energy education. Also included are small groups and panel discussion reports, the conference schedule, and a list of the participants. (ML)

ED 278 235 FL 016 367

Silva, Tony
Teacher-Made Videotape Materials for the Second-Language Classroom.
PUB DATE- 83
NOTE- 17p.; In: Savignon, Sandra J., Ed. and Berns, Margie S., Ed. Communicative Language Teaching: Where Are We Going? Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1983; see FL 016 358. Appended photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Adults; Class Activities; Classroom Techniques; *Communicative Competence (Languages); Discourse Analysis; Educational Television; English (Second Language); Instructional Materials; Intensive Language Courses; *Material Development; *Second Language Instruction; *Teacher Developed Materials; *Videotape Recordings

A sample from a teacher-developed instructional television program is used to illustrate some possibilities for the exploitation of videotaped instructional materials in second language teaching. Aspects of the planning of tape production are outlined, and a transcript of the segment is provided. Features of the discourse from linguistic and paralinguistic perspectives are analyzed, and activities are also included. The tape was designed for use in an intensive course in high-intermediate to advanced level English as a second language for adults, and emphasized aspects of oral communication with native English speakers. Copies of some frames from the videotape are appended. (MSE)

ED 278 295 HE 019 961

Allen, David F.
Survey of Graduates, Fall 1983-Summer 1984.
North Carolina Univ., Wilmington. Div. of Student Affairs.
REPORT NO.- RB-CPPC-010186

PUB DATE- 85
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; *Educational Benefits; *Education Work Relationship; *Employment Experience; *Graduate Surveys; Higher Education; Job Satisfaction; Majors (Students); Questionnaires
IDENTIFIERS- *University of North Carolina Wilmington

Results of a survey of graduates of the University of North Carolina, Wilmington, are presented, with attention to economic and noneconomic benefits. Of 765 students who graduated between fall 1983 and summer 1984, 325 returned usable questionnaires. Ninety percent of the graduates were either employed or looking for work, while 16% were employed part-time. Most full-time workers were business majors. More than two-fifths of all full-time permanent employees were very satisfied with their jobs. Half the respondents from eight majors were very satisfied with their jobs. Graduates in public accounting, aerospace, public utilities, and government were the most satisfied. As a whole, graduates considered their education to be relevant to their jobs. About 13% of graduates were continuing their education and about 35% were also working full-time. Over half of the graduates felt their education helped them understand ideas, enabled them to relate to others, and gave them an understanding of a field of knowledge. The questionnaire is included. (SW)

ED 278 324 HE 020 007

Bjorklund, Eskil
Studies of Higher Education and Research: An Overview. Swedish Research on Higher Education, 1986: 4.
National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.
PUB DATE- Nov 86
NOTE- 54p.
AVAILABLE FROM- National Swedish Board of Universities and Colleges, R&D Unit, P.O. Box 45501, S-104 30, Stockholm, Sweden.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bibliographies; *College Administration; Educational Policy; *Educational Research; Foreign Countries; Government School Relationship; *Higher Education; Intellectual Disciplines; *Postsecondary Education as a Field of Study; *Research Projects; School Organization
IDENTIFIERS- *Sweden

A special Research on Higher Education Program in Sweden is described, and a bibliography of approximately 450 studies of higher education and research is presented. Studies sponsored by the program cover four main fields: higher education and society; the content and organization of higher education; the research function; and the educational function. The percentage of grants for each of the four areas is indicated for 1971-1974, 1975-1978, 1979-1982, and 1983-1986. Percentages of grants for these time periods are also indicated for five discipline groups. The bibliography consists of higher education and research studies conducted during 1983-1986 by the research groups. Information is included on the number of publications by discipline; the type of publication (book, journal articles, papers/reports); the language (Swedish, English); and the departments/research groups conducting the research studies. Abstracts of 25 selected research projects are also provided, along with the project leader's name and address of the research group. A number of the titles in the bibliography are in Swedish. (SW)

ED 278 377 IR 012 490

McGee, Glenn William
Social Context Variables Affecting the Implementation of Microcomputers.

PUB DATE- Apr 86
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Analysis of Variance; Elementary Education; *Elementary Schools; Instructional Program Divisions; *Microcomputers; *Predictor Variables; Questionnaires; School Size; School Surveys; *Socioeconomic Status; Statistical Significance

Although technological innovations have been widely adopted in elementary schools, efforts to implement these have generally not been successful. Past research on innovation has largely ignored the social context in which implementation occurs. This research examines how the implementation of the microcomputer is affected by the traditional social context variables of socioeconomic status (SES), school size, and grade span, as well as the type of computer, length of time schools have owned computers, and student-to-computer ratio. Separate questionnaires were developed and sent to the principal, learning center (media center) director, and classroom teachers in a random sample of 128 elementary schools in northern Illinois. Although the three questionnaires differed in content and length, each provided information on the degree of implementation and the independent variables. Due to several factors, 18 of the schools had to be dropped from the survey, and the final sample used for data analysis contained responses from only 10 schools, and included 100% of the principals and media center directors and 85% of the teachers at these schools. Analyses of the data indicated that SES and student-to-computer ratio have a strong impact on the level of computer implementation and that SES also interacts with school size and grade span to affect the progress of implementation; the make of the computer was found to have no impact on either implementation or decision-making. Four tables depict mean scores for implementation variables according to time of acquisition of microcomputers, student-to-computer ratio, school size, and SES. Two graphs depict mean scores of schools sorted by SES and grade span, and mean scores for low, average, and high SES schools. (BBM)

ED 278 390 IR 012 544

Partridge, Susan
Learning Styles and the Microcomputer Discussed.
PUB DATE- 86
NOTE- 11p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Style; *Computer Managed Instruction; Computer Software; Diagnostic Teaching; Elementary Secondary Education; *Individual Differences; *Individualized Instruction; Language Arts; Teacher Attitudes; *Teacher Role; Word Processing

Much is being written about children's learning styles and using computers to accommodate student variability. Although the computer can support instruction for various learning styles, its use in the classroom should be in the best interests of all children, each of whom may be affected by physical, emotional, sociological, and environmental factors. A computer-assisted instructional management system (CMI) can help support individual learning styles because it can produce a data bank of all feasible student variables, code these to appropriate learning elements, and provide instructional modality preferences. In this respect, it can be very helpful, but teachers still need to provide high quality instruction, incorporate learning styles into curriculum for children who achieve but do not enjoy school, be selective in choosing instructional software to enhance teaching, and overcome any negativism toward computers. Also, distinction needs to be made between media and methods since highly interactive technologies can confuse the two. Teachers need to investigate the usefulness of the computer's adaptive strategies before deciding to use computers in the classroom. (DJR)

ED 278 405 IR 051 764

Williams, Jeff; Cahalan, Margaret
The 1985-86 Survey of Public and Private School Libraries and Media Centers. Early Tabulations. ED TABS.
Westat Research, Inc., Rockville, Md.
SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Learning Resources Centers; Library Equipment; Library Expenditures; Library Instruction; Library Materials; Library Personnel; Library Services; *Library Statistics; National Surveys; *Private Schools; *Public Schools; Questionnaires; *School Libraries; Surveys; Tables (Data)

This report provides excerpts of statistical information derived from a study conducted by surveying representative samples of 4,500 public schools and 1,700 private schools in the United States. Survey methodology is described; the limitations and appropriate use of the data are considered; and sampling errors are discussed. The report includes no interpretations or highlights of findings, nor does it provide cross references to other data. It is made available in this form--an excerpt of what is available on the full data tape--so interested users can begin their own analyses or place orders for copies of the data tape. For the public school component of the survey only, nationwide statistics are provided in 19 tables, and data by state are presented in 18 tables for library media centers (LMCs) including number of schools and pupils served; number, distribution, and qualification of staff; expenditures per school and per pupil; materials per pupil and per school; number of materials added to the LMC collection; periodical subscriptions held per 100 pupils; book volumes added, held, and borrowed during the school year; LMC attendance per pupil and per school; space; availability of telephone, cable television, and database retrieval services; participation in library skills instruction; use of microcomputers; and prevalence of services. The survey form and instructions are included. (KM)

ED 278 432 JC 870 008

Rodriguez, Max
Second Annual Report of the Transfer Opportunities Program Covering the Period October 1, 1985 to September 30, 1986.
La Guardia Community Coll., Long Island City, N.Y.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jan 87
NOTE- 634p.
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Affirmative Action; *Articulation (Education); Career Development; College Transfer Students; Community Colleges; Economically Disadvantaged; High Schools; *Intercollegiate Cooperation; *Minority Groups; Program Descriptions; Student Development; *Student Personnel Services; *Transfer Programs; Two Year Colleges; Two Year College Students; Urban Education
IDENTIFIERS- Urban Community Coll Transfer Opportunities Prog

In 1985-86, LaGuardia Community College (LCC) completed the developmental phase of a project aimed at increasing the number of minority, low-income urban students who transfer from LCC and complete a baccalaureate degree. During the year, the program had the following achievements: (1) linkages were established with the City University of New York (CUNY); (2) together with Baruch and Queens Colleges, LCC developed and implemented a joint admissions program; (3) contacts were initiated with State Univerity of New York campuses; (4) work with private colleges and universities led to various activities to help students develop a plan to pursue scholarships and private funding sources; (5) a second institute was held at Vassar College with 22 LCC students participating; (6) 57 juniors and seniors from six local high schools were selected to participate in the Credit Bank Program; (7) a Career Development Module was designed to introduce educational and career planning in the required Freshman Seminar; (8) a Transfer Seminar was designed to assist with educational planning, college selection, and the application process; (9) the counseling staff increased its responsibilities regarding transfer; (10) two College Transfer Fairs were held; and (11) a Transfer Information Guide was developed to provide complete information on how a particular curriculum transfers to a parallel program at a four-year college. The project report provides an overview of these accomplishments as well as a description of related support services, a summary of evaluation goals and procedures, and budgetary information for the period studied. Five appendixes make up the bulk of the report. They include a copy of The Transfer Guide, the Career Development Module, a student workbook for the Transfer Seminar, and the Boruch/LaGuardia and Queens/LaGuardia joint admissions letters. (EJV)

ED 278 459 JC 870 093

Rowh, Mark
Leadership for the Development Function in the Two-Year College.
Greenville Technical Coll., S.C.

PUB DATE- 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Community Colleges; Donors; Educational Finance; Financial Services; *Fund Raising; *Grantsmanship; Institutional Advancement; *Private Financial Support; Program Administration; Two Year Colleges

Identifying and obtaining external funding for two-year colleges require an approach which is consistent with the particular scope and mission of such institutions and which takes into consideration the priorities of funding agencies. Faced with divergent functions and financial/staffing constraints, two-year college development officers must not only serve as efficient managers, but also as effective leaders who can motivate other college personnel to support the resource development function. Resource development areas which require effective leadership include the following: (1) the provision of guidance to faculty and other staff in proposal development and other fund-raising strategies; (2) the establishment of practical goals and objectives for the resource development effort; (3) the appropriate use of consultants to save time and money, to make necessary contacts, and to lend credibility to a fund-raising effort; and (4) the development of communications processes to inform staff and faculty about grants and fund-raising projects and get them involved in proposal development and other efforts. The special constraints of fund raising at the two-year college level must be considered for effective leadership efforts to be undertaken. At the same time, it is also important to note the advantages involved, such as two-year institutions' openness to innovation and the development officer's ability to serve as a change agent within the institution. (LAL)

ED 278 206 EC 191 773

Swartz, Stanley L.; Mosley, William J.
Diagnosing Behavior Disorders: An Analysis of Illinois Criteria.

PUB DATE- Nov 86
NOTE- 19p.; Paper presented at the Conference of the Illinois Federation of the Council for Exceptional Children (Rosemont, IL, November 6-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; *Definitions; Elementary Secondary Education; *Eligibility; Referral; Standards; State Surveys; Student Placement
IDENTIFIERS- Illinois; Program Exit Criteria; Special Education Cooperatives

The study reports on a comparative analysis of behavior disorder definitions and eligibility criteria for special education cooperatives (N=90) in the state of Illinois. Data regarding entrance and exit criteria and referral, evaluation and program placement procedures are evaluated. Among results were that 35% of respondents reported that no guidelines for the identification of behavior disorders in children were in use; that 24% used the Illinois definition; that though 84% reported entrance criteria for programs, only 29% used established program exit criteria. Typical entrance criteria included duration of the behavior and documentation of unsuccessful intervention attempts. Program implications are reviewed and the need for definitional and diagnostic consensus is discussed. (Author/DB)

ED 278 220 FL 016 352

Saltarelli, Mario, Ed.
The Foreign Language Syllabus--Grammar, Notions and Functions.
Illinois Univ., Urbana. Language Learning Lab.
PUB DATE- 83
NOTE- 143p.; For individual papers, see FL 016 353-357 and ED 218 925.
AVAILABLE FROM- Language Learning Laboratory, G-70 Foreign Languages Building, University of Illinois at Urbana-Champaign, 707 S. Mathews, Urbana, IL 61801 ($6.30).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Communicative Competence (Languages); Course Content; *Course Descriptions; Course Objectives; *Curriculum Design; English for Special Purposes; Foreign Countries; *Grammar; *Notional Functional Syllabi; *Second Language Instruction; Test Construction; Testing
IDENTIFIERS- *Communicative Approach; Finland

Papers in this journal issue concern various aspects of foreign language syllabus construction. Titles and authors are: "The Threshold Level: A Notional-Functional Syllabus" (Barbara F. Matthies); "Functions of Grammar in a Language Teaching Syllabus" (William E. Rutherford); "Communicative and Grammatical Syllabuses to Teach Conversational Skills" (Richard Mead); "The Implications for Testing of the Communicative Approach to Language Teaching" (Brendan J. Carroll); "New Orientations in Foreign Language Syllabus Construction in Finland in the 1970's" (Sauli Takala); and "The Theory and Practice of Teaching English for Special Purposes" (Donald W. Cruickshank). Three book reviews and a list of publications received are also included. (MSE)

ED 278 281 FL 016 444

Cano, Vicente
Foreign Language Houses and Their Role in the Foreign Language Curriculum.
PUB DATE- Nov 85
NOTE- 17p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages. (19th, New York, NY, November 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Second Language Programs; *Dormitories; French; German; Higher Education; Immersion Programs; *Intensive Language Courses; *Living Learning Centers; Minicourses; Program Content; Program Design; *Program Effectiveness; Second Language Instruction; Spanish; *Summer Programs
IDENTIFIERS- *University of Nebraska Lincoln

The Summer Language Houses (SLH) in French, German, and Spanish at the University of Nebraska-Lincoln have been extremely effective in teaching language skills and encouraging students to continue language study. The five-week intensive language programs at the second-year level emphasize oral communication but provide practice in all language skills. Daily activities and classes are in the target language on weekdays, and weekends are free. Summer tuition is charged, and all 62 students live, dine, and have classes informally in one house with a house parent and two graduate student instructor/counselors. The program is advertised on campus, through regular school mailings, and through interviews published in the local newspaper. The staff includes one coordinator, three individual language directors, and three graduate teaching assistants or instructors for each language. Special guests for each language also participate. The teaching and testing methods are varied. The SLH has been found to be a good setting for students to become comfortable with their chosen language and to become aware of other languages and language use opportunities. It is an affordable alternative to travel abroad, and it allows the faculty to experiment with curriculum and teaching methods. (MSE)

ED 278 419 IR 051 780

Wellisch, Hans H.
The First Arab Bibliography: Fihrist al-'Ulum. Occasional Papers Number 175.
Illinois Univ., Urbana. Graduate School of Library and Information Science.
PUB DATE- Dec 86
NOTE- 45p.
AVAILABLE FROM- University of Illinois, Graduate School of Library and Information Science, Publications Office, 249 Armory Bldg., 505 E. Armory St., Champaign, IL 61820 (single papers-$3.00 each; subscriptions available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Arabic; *Bibliographies; Classification; *Literary History; Middle Eastern History; Non Western Civilization
IDENTIFIERS- *Index of the Sciences (Arabic)

The history of the "Fihrist al-'Ulum" ("The Index of the Sciences"), the first comprehensive and detailed Arabic bibliography, is traced from the work's completion in A.D. 987/988 to the discovery and translation of surviving manuscripts in modern times. The bibliography's content, classification scheme, and author are discussed, as well as the environment in which the "Fihrist" was written and its transmission. Discussion of the bibliography's contents includes a summary of each of its 10 chapters, which were devoted to the topics of (1) languages and scripts; (2) grammarian and language scholars; (3) historians; (4) biographers and genealogists; (5) poetry and poets; (6) theology and Islamic law; (7) philosophy and the sciences; (8) stories, fables, and magic; (9) schools of thought and doctrines of non-Muslims; and (10) alchemy. The "Fihrist" is also discussed in the context of the tradition of bio-bibliography. In addition, the life and character of Al-Nadim, the author of the "Fihrist," are discussed, along with his accomplishments as a literary critic and a bibliographer. References are provided. (KM)

ED 278 503 PS 016 318

Child Care and the Public Schools: What Are the Issues for the Churches? Report of a Consultation (The Interchurch Center, New York, New York, April 11, 1986).

Interchurch Center, New York, N.Y.; National Council of Churches of Christ, New York, N.Y.

PUB DATE- 11 Apr 86

NOTE- 26p.

AVAILABLE FROM- Child Advocacy Office, National Council of Churches of Christ, Room 572, 475 Riverside Drive, New York, NY 10115 ($3.50; make checks payable to "Child Advocacy Office").

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)

DESCRIPTORS- Black Youth; Churches; *Day Care; Early Childhood Education; Educational Policy; Educational Practices; National Surveys; Preschool Education; *Public Education; Religious Factors; Remedial Programs; *School Age Day Care; *School Role; Social Class; State Programs

IDENTIFIERS- *Meritocracy

This report contains a transcript of the presentations of the primary speakers at a consultation on day care and the public schools organized by The Interchurch Center in New York. In addition to the presentations, the report provides highlights from a round table discussion of the issues raised by the speakers. Presentations described preliminary findings of a national survey of state initiatives for preschool education which compares states, with and without legislative initiatives, in terms of impact on schools, the child care community, and families. Speakers also pointed out concerns of the National Black Child Development Institute about preschool care for racially ethnic children and challenged participants to view education from theological perspectives and to think deeply and broadly. Included in the report is the resolution on 4-year-olds in the public schools which was adopted May 22, 1986, by the National Council of Churches of Christ in the United States of America. (RH)

ED 278 531 RC 016 090

Bertrand, Alvin L.
Rural Sociological Research in the South: An Historical Overview.
PUB DATE- Feb 87
NOTE- 17p.; Paper presented at the Southern Rural Sociological Association Meeting (Nashville, TN, February 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Intellectual Disciplines; Modern History; Program Development; *Regional Characteristics; Research Needs; *Rural Areas; Rural Development; Rural Economics; Social History; Social Science Research; Sociocultural Patterns; Sociology; *Trend Analysis
IDENTIFIERS- Research Priorities; Research Trends; *Rural Sociology; *United States (South)

This paper identifies and describes development of rural sociological research in the southern United States. It traces the emergence of rural sociology as a discipline from recognition of problems of rural life in the early 1900's, points out that the northern United States predominated in early research, and discusses why early rural sociological research/teaching did not occur in land grant agricultural colleges. The paper attributes the rapid growth of southern rural sociology to the 1925 Purnell Act which made research funds available to sociologists from state agricultural colleges such as North Carolina State College, the early leader in southern rural sociology. The paper characterizes four development eras for rural sociological research: Depression Years Era which documented much of what is known about rural poverty, farm tenancy, and rural/urban population characteristics; the War Years Era, which turned attention to studies of rural community organization and to manpower and labor research; the Great Society Era, which focused on rural and community development and social change; and the New Rural Sociology Era, which projects a serious, involved concern with rural problem issues of today. The paper concludes that rural sociology in the South, while following national trends, retains a regional focus. (LFL)

ED 278 560 SE 047 726

Mattheis, Floyd E.; Takemura, Shigekasu
Review of Seminar Objectives, Schedule and Expected Outcomes.
U.S.-Japan Seminar on Science Education (Honolulu, Hawaii, September 14-20, 1986).

SPONS. AGENCY- Japan Society for the Promotion of Science.; National Science Foundation, Washington, D.C.
PUB DATE- Sep 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Conferences; Elementary Secondary Education; Instructional Improvement; International Cooperation; *International Educational Exchange; *International Programs; Process Education; Science Education; *Science Programs; *Science Teachers; *Seminars; Skill Development; Teacher Improvement
IDENTIFIERS- *Japan

The United States-Japan Cooperative Science Program was initiated for the purpose of conducting research related to logical thinking and reasoning skills of science students. The findings of these research efforts were reported and discussed at a seminar for science educators from the United States and Japan. This report provides the review of the seminar's objectives, schedule, and expected outcomes which was delivered by two participants at the opening session of the conference. Objectives targeted included: (1) discussion of the results of the United States-Japan Cooperative Science Program; (2) suggestions for improving the process of curriculum development, implementation, and evaluation of science education; and (3) identification of ways to improve the system and methods of pre- and inservice training for teachers. The conference agenda and a complete listing of the seminar's participants are also provided. (ML)

ED 278 575 SO 017 343

The Economic and Societal Benefits of Independent Living Services. Independent Living Centers in Region V.

PUB DATE- 83
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); *Daily Living Skills; *Disabilities; *Normalization (Handicapped); Quality of Life; *Residential Care; Self Care Skills; Special Health Problems
IDENTIFIERS- *Independent Living Centers

In the 6 states which comprise Region 5, Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin, there are 23 independent living centers. Programs at these centers are dedicated to the development and provision of a variety of services which assist severely handicapped people to realize the goal of maximum individual independence. These programs have been developed to serve the most significant needs of disabled consumers in each community. General characteristics of the centers are given in tables. Included are major services provided, disabilities served, funding sources, annual budgets, education level of those served, and changes in residential status of those served. The brief descriptions of the characteristics and benefits of independent living centers provide only a sampling of the activities currently taking place in actual operations. Seventeen case studies which feature stories about people and their experiences with independent living centers are included. The studies show comparisons of costs incurred before and after contact with the independent living center and demonstrate the individual and aggregate benefits that are being provided to severely handicapped people by the independent living center. (APG)

ED 278 590 SO 017 768

Cameron, Bonnie
You Are There: Reading, Feeling, Thinking History.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Elementary Education; *Global Approach; *Historiography; *History Instruction; Integrated Activities; Interdisciplinary Approach; Peace; *Teaching Methods; *Team Teaching; Units of Study; War
IDENTIFIERS- *World War II

A multi-disciplinary approach to the teaching of a unit on World War II is described. With the textbook serving as a resource, research books, films, literature books, and resource persons are used to help bring life to history. The unit emphasizes the following: (1) the four language processes of listening, reading, speaking, and writing; (2) thinking skills involving application, synthesis, analysis, and evaluation; (3) activities that provide vicarious experiences; and (4) decision making opportunitites to provide for diverse expectations, backgrounds, and interest levels. The description includes the activities carried out in the classroom, the use of resource materials and persons, and the changes in student perceptions. (KWL)

ED 278 251 FL 016 384

Chung, Ulric
An Introduction to Interactive Video.

PUB DATE- 85
NOTE- 8p.; In: Gillespie, Junetta B., Ed. Video and Second Language Learning. Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1985; see FL 016 373. Figure 3 contains marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Audiovisual Aids; Classroom Techniques; Computer Assisted Instruction; *Computer Software; Electronic Equipment; *Equipment Evaluation; Equipment Utilization; *Interactive Video; Second Language Instruction; *Videodisks; *Video Equipment

Aspects of interactive video use in the second language classroom are examined. The major components and equipment considerations for an interactive videodisk and computer system are outlined, including factors in the choice of a system interface. The use and control of interactive video for accessing scenes to be played are described, and suggestions to help teachers use the medium's inherent work-saving capabilities are presented. The discussion concludes with an examination of the limitations of interactive video use, including costs and lack of prepared materials. Three figures illustrate the text. (MSE)

ED 278 266 FL 016 409

Schleppegrell, Mary; Christian, Donna
Academic Language Proficiency.
PUB DATE- 5 Dec 86
NOTE- 9p.; Paper presented at the Annual Meeting of the American Anthropological Association (Philadelphia, PA, December 5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Educational Environment; Language of Instruction; *Language Proficiency; Language Research; *Language Role; Language Skills; *Language Styles; *Language Usage; Research Needs
IDENTIFIERS- *Academic Language; Metalinguistics

Current thinking about academic language and the variety of language appropriate to school and similar settings is discussed. Recent literature concerning academic language is explored, and common themes and significant observations that emerge when the concept is viewed from a sociological perspective are examined. The research reviewed includes investigations of language minority students' control of the English called for in the decontextualized language situations of the classroom, and the features and functions of academic language. Four major themes are identified: that (1) academic language is grounded in school culture; (2) academic language is primarily non-interactive; (3) linguistic skill is necessary for academic language proficiency; and (4) academic language proficiency depends on content knowledge, particularly metalinguistic knowledge. The place for academic language is in the social context of the classroom and similar settings. Further research in this area should focus on successful and less successful classroom interactions, participant accounts of behaviors and beliefs, the language requirements of specific registers, and techniques for maximizing the use of language skills children bring with them to the classroom. (MSE)

ED 278 296 HE 019 962

Astin, Alexander W.; And Others
The American Freshman: National Norms for Fall 1986.
American Council on Education, Washington, D.C.; Higher Education Research Inst., Inc., Los Angeles, Calif.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 86
NOTE- 267p.
CONTRACT- 300-84-0163
AVAILABLE FROM- Higher Education Research Institute, Graduate School of Education, University of California, Los Angeles, CA 90024 ($12.95).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Church Related Colleges; *College Freshmen; Comparative Analysis; Females; Full Time Students; Grade Point Average; Higher Education; Males; *National Norms; National Surveys; Occupational Aspiration; Political Attitudes; Private Colleges; Questionnaires; Social Attitudes; State Colleges; *Student Attitudes; *Student Characteristics; Student Financial Aid; Two Year Colleges; Values
IDENTIFIERS- *Cooperative Institutional Research Program

National normative data on characteristics of students entering college as first-time, full-time freshmen are presented, based on results of the fall 1986 Cooperative Institutional Research Program survey. The data are weighted to represent the population of freshmen. Extensive statistical data are reported separately for women and men, and for 37 institutional groupings, based on the school's enrollment size, degree of selectivity, control, level, religious affiliation, and racial composition. The survey results reveal that freshman participation in the Pell Grant program has declined by nearly half since 1980. There is rising freshman interest in education and business careers and a decline in the proportion planning to pursue careers in computing and health-related careers. Included are a brief narrative summary of results and appendices providing information on the research methodology, the 1986 Student Information Form, the coding scheme for parents' occupations, a list of participating institutions, and a sample survey report furnished to participating institutions. (SW) (SW)

ED 278 310 HE 019 979

Improving University Teaching. Proceedings. International Conference (12th, Heidelberg, Germany, July 15-18, 1986).

Maryland Univ., College Park. Univ. Coll.

PUB DATE- Jul 86

NOTE- 166p.; Document contains small print. For other volumes in this series, see HE 019 977-978.

AVAILABLE FROM- University of Maryland, University College, University Boulevard at Adelphi Road, College Park, MD 20742 ($40.00 for four volumes).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Students; *College Faculty; *College Instruction; Distance Education; Faculty Development; Higher Education; *Instructional Improvement; Part Time Students; Professional Associations; School Business Relationship; Teacher Education; Teaching (Occupation)

Proceedings of the twelfth international conference on improving university teaching are presented. Theme presentations and authors include: "Distance Education: The Promise and the Confusion!" (Allan F. Hershfield); "Distance Education: The 'New Frontier' of Learning?" (Kevin C. Smith); "Teacher Training: A Challenge to the University View of Teacher's Organizations" (Marc-Alain Berberat); "Sleeping Beauties--Or: Functions and Instruments of Associations Viewed from the Perspective of Their Role in Improving University Teaching" (Ulrich P. Ritter); "Corporate and University Partnerships" (Robert J. Kopecky); and "Corporate and University Partnerships: A European Viewpoint" (Jean Michel). Seminar papers and opening and closing papers and authors are as follows: "Part-Time Students: Rule or Exception?" (Ulrich P. Ritter); "Excellence and the Adult Part-Time Student" (Barbara Mayo-Wells); "Distance Learning and University Teaching" (Lord Perry of Walton); and "The Faculty: A Changing Profession" (Jack H. Schuster). (SW)

ED 278 339 HE 020 027

Agreement between Pittsburg State University/Kansas National Education Association and Pittsburg State University, July 1, 1985-June 30, 1986.

National Education Association, Washington, D.C.; Pittsburg State Univ., Kans.

PUB DATE- 1 Jul 84

NOTE- 69p.; Best copy available.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; Definitions; Department Heads; *Employment Practices; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Personnel Policy; Program Termination; *State Universities; Summer Schools; Teacher Retirement; Teacher Salaries; Tenure; Unions

IDENTIFIERS- National Education Association; *NEA Contracts; Personnel Files; *Pittsburg State University KS

The collective bargaining agreement between Pittsburg State University (Kansas) and the Pittsburg State University Chapter (218 members) of the National Education Association covering the period July 1, 1985-June 30, 1986 is presented. Items covered in the agreement include: salaries, performance appraisal, allocation of annual faculty salary increments, salary generation for fiscal year 1987, summer employment procedures, out-of-state travel, retrenchment, personnel reduction procedure, personnel recall procedure, faculty non-reappointment because of academic program discontinuance, faculty due process, personnel files, tenure, promotion, academic rank, sick leave, retirement, hours of work, operational procedures for instructional workload, wearing apparel, jury duty, shift differential, and grievance procedure. Appended is a definition of teaching, scholarly activity, and service from "The Core of Academe," Office of Academic Affairs, Pittsburg State University, 1983. (SW)

ED 278 353 HE 020 041

Collective Bargaining Agreement between South Dakota Board of Regents and the Council of Higher Education (NEA), June 30, 1985.

National Education Association, Washington, D.C.; South Dakota Education Association, Pierre. Council of Higher Education.; South Dakota State Board of Regents, Pierre.

PUB DATE- 30 Jun 85
NOTE- 144p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Evaluation Criteria; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Laboratory Schools; Leaves of Absence; Librarians; Personnel Policy; Records (Forms); *State Colleges; Teacher Salaries; Tenure; Unions
IDENTIFIERS- Faculty Reassignment; National Education Association; *NEA Contracts; Personnel Files; *South Dakota Board of Regents; Union Dues

The collective bargaining agreement between South Dakota Board of Regents and the Council of Higher Education Chapter of the National Education Association is presented. Items covered in the agreement include: definitions; unit recognition; management rights; campus facilities and services; nondiscrimination; grievance procedure; tenure contracts; nonrenewal of tenure track contracts; continuing, temporary, or probationary contracts at special schools (schools for the visually handicapped and deaf); faculty evaluation; student opinion surveys for part of faculty evaluation; intensive review of tenured faculty; rank qualifications for employment and promotion; minimum promotion eligibility criteria; promotion and tenure committee; transfer, assignment, and reassignment; academic freedom; faculty discharge and discipline; personnel files; academic governance; teaching, research, and scholarship responsibilities; librarian workload; faculty outside employment and private consulting; student discipline; the academic calendar; safe working conditions; leaves; fringe benefits; salaries and promotion increments; and dues deduction. Appendices include: grievance forms, dues deduction forms, and staff evaluation form. (SW)

ED 278 365 · IR 012 474

Ng, Raymond

Instructional Design Considerations in Converting Non-CBT Materials into CBT Courses.

PUB DATE- 86

NOTE- 7p.; Paper presented at the Annual Conference of the National Society for Performance and Instruction (San Francisco, CA, March 31-April 5, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Assisted Instruction; Computer Graphics; *Courseware; Guidelines; *Instructional Design; Interaction; *Media Adaptation; *Microcomputers; Screens (Displays)

IDENTIFIERS- *Printed Materials

Instructional designers who are asked to convert existing training materials into computer-based training (CBT) must take special precautions to avoid making the product into a sophisticated page turner. Although conversion may save considerable time on subject research and analysis, courses to be delivered through microcomputers may require additional planning because of hardware and disk space limitations. Problem areas that must be addressed when converting materials for CBT include: (1) continuity of instructional flow, which can be accomplished through a variety of screen techniques; (2) interaction, which will require the creation of additional questions and feedback for varying responses; (3) screen design, which may involve the redesign of printed materials to take advantage of such computer features as color and animation; (4) use of graphics, which can be expensive to develop and take up considerable disk space; (5) hardware limitations which may interfere with design; (6) software limitations that may be imposed by the authoring tools used; (7) learner's limitations, which may involve the adoption of special features to reduce computer-phobia and learner fatigue; and (8) documentation and packaging, including objectives, prerequisites, instructions for use, and the organization of materials on floppy disks. However, each type of material conversion has its own set of problems and solutions, and it may be more practical to start a new design from square one rather than redesign some materials. (DJR)

ED 278 474 PS 016 258

Weil, Jane
One Third More: Maine Head Start Expansion with State Funds.
Action Opportunities, Inc., Ellsworth, ME.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 86
NOTE- 54p.
GRANT- ACYF-01-CH-000229
AVAILABLE FROM- Fel-State Partnership Project, Action Opportunities, Inc., P.O. Box 562, Ellsworth, ME 04605 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Background; *Compensatory Education; *Early Childhood Education; *Educational Finance; *Educational Legislation; *Program Administration; *Program Development; State Programs
IDENTIFIERS- *Maine; Program Replication; *Project Head Start; Research Results

The expansion of Project Head Start in Maine to the point of serving nearly 25 percent of eligible children is detailed in this report. Section I describes the expansion and some of its benefits, such as equalization of services across county boundaries and the establishment of a uniform unit cost-per-child for use in appropriating state funds. Section II reports on preschool legislative and funding actions as of 1985 in several other states. A brief summary of the research supporting increased comprehensive, high quality, early childhood programs for disadvantaged children is provided in section III. In section IV, many direct service and administrative issues faced by the states as they seek to meet the increasingly complex needs of young children and their families are addressed, including Head Start as a model, how early childhood programs should be delivered, day care, salaries and credentials, services to handicapped children, and interagency coordination. Five appendices provide background information about Maine's Head Start appropriation. Appendix 2, Fiscal Year 1985 Head Start Program Final Enrollment Allocation in the State of Maine, is thought to be particularly useful for other states attempting similar actions. (RH)

ED 278 489 PS 016 288

Ray, Brian D.
A Comparison of Home Schooling and Conventional Schooling: with a Focus on Learner Outcomes.
PUB DATE- 29 Jul 86
NOTE- 58p.; Requirements for doctoral degree, Oregon State University.
AVAILABLE FROM- Brian D. Ray, Science, Math, and Computer Science Education Department, Oregon State University, Corvallis, OR 97331 ($8.00; 2 or more copies, $5.00 each).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Conventional Instruction; Elementary Education; *Emotional Development; *Home Schooling; Nontraditional Education; *Outcomes of Education; *Public Schools

This review of literature compares schooling at home and in school. After definitions of home schooling and conventional schooling are supplied, general characteristics of home schools are delineated. Discussion subsequently focuses on the outcomes of home schooling. With respect to cognitive outcomes, the evidence suggests that youth educated in the home school environment will generally do as well or better than their conventional school peers. The vast majority of home school students score well above average on achievement tests. Likewise, the available empirical data suggest that home school youth are doing at least as well as those in conventional schools in terms of affective outcomes. Generally, the literature suggests that home schooling is related to positive or desirable learner outcomes. Concluding remarks offer explanations for the positive character of home schooling and suggest directions for further research. (RH)

ED 278 518 RC 016 070

Gregory, Thomas B.; Smith, Gerald R.
High Schools as Communities: The Small School Reconsidered.
Phi Delta Kappa, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-433-2
PUB DATE- 87
NOTE- 158p.
AVAILABLE FROM- Phi Delta Kappa, P. O. Box 789, Bloomington, IN 47402 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Books (010)
DESCRIPTORS- Change Strategies; Demonstration Programs; Differences; *Educational Change; Educational Quality; Experimental Curriculum; Group Unity; *High Schools; *Institutional Characteristics; Models; *Nontraditional Education; Program Descriptions; Relevance (Education); *School Organization; School Size; *Small Schools; Student Characteristics; Teaching Conditions; Traditional Schools
IDENTIFIERS- Jefferson County Open High School CO; *School Culture

Urging new directions for American high school education, this book outlines problems with contemporary high schools and describes the experience of small high schools (those having approximately 200 students), designed in the past 15 years, that have developed excellent and diverse alternative programs within the constraints of existing district policies and funding formulas. Chapter 1 reviews educational criticism since the 1950s. Chapter 2 contrasts two high schools--one traditional, one nontraditional--in one community, focusing on the influence of school size and school culture. Chapter 3 outlines the benefits of small high schools for students and teachers. Chapter 4 discusses strategies for change at the technical, managerial, and cultural levels, noting that change at the cultural level is the most difficult to achieve and has the greatest effect. Chapter 6 describes "Mountain Open" High School, a model small high school program in Colorado. Topics include educational philosophy, individualized learning, student characteristics, teaching conditions, and curriculum. Discussion of curriculum covers the use of trips, community learning, community service, and the Walkabout--the culminating project in which students prove they can use their skills in real-world settings. Chapter 7 presents change strategies, emphasizing the need to address the problems of school size, structure, and culture. (JHZ)

ED 278 546 SE 047 710

Data User Guide to the National Science Foundation's Academic Science and Engineering Statistics Survey Data Tapes. Version 6, January 1987.

Quantum Research Corp., Bethesda, MD.

SPONS. AGENCY- National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

PUB DATE- Jan 87

NOTE- 105p.; For Version 5, see ED 268 003. Charts, forms, and small print may not reproduce well. Tapes available from Quantum Research Corporation (QRC), 7300 Pearl St., Suite 210, Bethesda, MD 20814.

CONTRACT- SRS-84-20649

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reference Materials - General (130)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *College Science; Database Producers; *Databases; *Engineering Education; Federal Aid; Graduate Study; Higher Education; Information Retrieval; Science Education; *Scientific Personnel; *Statistical Data; Surveys; Universities

IDENTIFIERS- *Data Files; *National Science Foundation

The objective of this data user guide is to introduce the potential user to the Academic Science and Engineering Statistics Survey Data Base and to provide detailed information on the data structures and formats of the archival and public-use tapes derived from that data base. Data producers and services and order forms are provided. Major sections include: (1) an overview; (2) academic science and engineering statistics data; (3) survey data tapes; (4) survey of scientific and engineering expenditures at universities and colleges; (5) survey of scientific and engineering personnel employed at universities and colleges; (6) survey of graduate science and engineering students and postdoctorates; (7) applications for National Science Foundation traineeships; and (8) survey of federal support to universities, colleges, and selected nonprofit institutions. Eleven appendices are also included. (ML)

ED 278 236 FL 016 368

Marty, Fernand

Computer-Aided Instruction: Language Teachers and the Man of the Year.

PUB DATE- 83
NOTE- 12p.; In: Savignon, Sandra J., Ed. and Berns, Margie S., Ed. Communicative Language Teaching: Where Are We Going? Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1983; see FL 016 358.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTORS- Audiovisual Aids; *Computer Assisted Instruction; *Computers; Cost Effectiveness; *Courseware; *Equipment Evaluation; Equipment Standards; *Media Selection; Microcomputers; *Second Language Instruction

While disputing the exaggerated claims for computerized teaching symbolized by Time Magazine's choice of a computer for its 1982 "man of the year," this paper argues that since the technology is omnipresent, and that since it can facilitate learning under certain conditions, teachers should be as informed about it as possible. A discussion of computer use for second language instruction examines the features to look for in a computer system, the types of installations available, and considerations in selecting courseware. The computer features discussed include memory, speed, processing power, the adaptability of the language used to interact with the machine, screen display capacity and clarity, availability of diacritics and various alphabets (e.g., Cyrillic), screen color, keyboard design, touch panels, interface with external audio and video devices, and potential radiation exposure. The types of installation discussed include central systems and individual microcomputers and the requirements of each. Courseware considerations include the potential for making copies, programming language, match with the computer's display capacity, usefulness with a variety of texts, program design quality, and availability of audiovisual components. (MSE)

Rank-Order Distribution of Administrative Salaries Paid, 1986-87.
Twentieth Annual Report.

Arkansas Univ., Fayetteville. Office of Institutional Research.

PUB DATE- 31 Dec 86
NOTE- 124p.
AVAILABLE FROM- University of Arkansas, Office of Institutional Research, 318 Administration Building, Fayetteville, AR 72701 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; College Administration; Comparative Analysis; *Compensation (Remuneration); Deans; Doctoral Degrees; Geographic Regions; Higher Education; National Surveys; *Public Colleges; *Salaries; *State Universities

Results of a survey of salaries of full-time administrators at public, doctoral-granting institutions for 1986-1987 are presented. Rank order distributions of 12-month administrative salaries are provided for 151 state universities in 49 states and 29 university systems in 23 states. Salary data for 151 universities are also arranged into the nine regions defined by the Equal Employment Opportunity Commission. A separate table indicates salaries paid to officers of university systems, which have a separate administrative structure for multiple general academic institutions, at least one of which has doctoral offerings. Specific positions are covered under the following administrative categories: president (chancellor), academic officers, business officers, student affairs officers, administrative officers, public/relations/development officers, research officers, and deans (directors). Newly reported positions are the Dean of Dentistry, Dean of Health Professions, Dean of Public Affairs, and the combined position of Graduate Dean and Vice President of Research Services. Information is included on whether a salary is paid for a position with a dual function. To provide anonymity, the universities are not identified with their salaries, but are listed separately. (SW)

Riccobono, John A.
Out-of-School Learning among Children, Adolescents, and Adults. Report of Findings from the 1985 Home Information Technology Study (HITS). Contractor Report.
Corporation for Public Broadcasting, Washington, D.C.
SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-86-402
PUB DATE- Sep 86
NOTE- 151p.; For a related report, see IR 012 470.
CONTRACT- OE-300-83-0153
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Adults; *Attitudes; Audio Equipment; Family Environment; *Information Technology; Interviews; *Learning Activities; Microcomputers; National Surveys; Preadolescents; Telecommunications; Television; *Use Studies; Video Equipment; Young Children
IDENTIFIERS- *Informal Learning

One of two reports on the 1985 Home Information Technology Study (HITS), a national survey conducted to provide insights into the role played by educational technologies in out-of-school learning, this volume provides current national estimates of the nature and extent of non-school learning by children, adolescents, and adults, and examines the factors involved in the decision to engage in non-school learning and the processes and resources typically employed in different types of learning. The first of three major sections in this report, the introduction provides background information on the study and a description of the survey methodology. Detailed analyses of the data are presented in the second section for: (1) the nature and extent of non-school learning; (2) the most important learning activities; (3) factors related to the choice of the most important non-school learning; (4) use of resources in non-school learning, including involvement of other people and use of non-human resources; and (5) attitudes toward learning resources. The third section provides a summary of the major findings and conclusions drawn from the data analyses. Appended materials include copies of the HITS interview items for all four age groups; a summary of the HITS study design and survey methodology; and a discussion of the precision of reported estimates and generalized standard errors. (BBM)

ED 278 446 JC 870 080

Wilbur, Leslie; Sheldon, M. Stephen
California Community College Trustees. Report Number One.
University of Southern California, Los Angeles. School of Education.
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Characteristics; *Community Colleges; Employment Patterns; Females; *Governing Boards; Males; *Politics of Education; Questionnaires; State Surveys; *Trustees; Two Year Colleges
IDENTIFIERS- *California

As part of a larger study of the efficacy of the local boards of trustees for California's community colleges, the chief executive officer (CEO) of each community college district was surveyed to determine what proportion of the more than 400 board members in the state were women, what the current or recent vocations of the board members were, and how many board members had identifiable political support. Study findings, based on responses from all but one district, included the following: (1) 32.8% of California's community college board members were women; (2) 25% of the board members were retired, semi-retired, or not employed; (3) 21% of the board members were employed in the field of education, 11% were working in the law field, and 9.7% were working in a health-related occupation; (4) only 3.8% of the trustees were community college faculty or staff members; and (5) 15% of the trustees were supported in their election by an employees' organization. The survey instrument is included. (EJV)

ED 278 460 JC 870 094

Vail, Evan
Riverside Community College Students Who Transferred to the University of California.
Riverside Community Coll. District, CA. Office of Research and Planning.
PUB DATE- 87
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Admission Criteria; College Students; *College Transfer Students; Community Colleges; *Educational Background; Enrollment Trends; Grade Point Average; Higher Education; Longitudinal Studies; Majors (Students); State Universities; *Student Characteristics; Two Year Colleges; *Two Year College Students

This two-part study report offers a longitudinal analysis of the performance of Riverside Community College (RCC) students who transferred to the University of California (UC) from 1963 to 1981; and provides an in-depth look at the academic achievement of 1984 UC transfers while at RCC. Section A includes information on: (1) first-time fall transfers, 1963-85; (2) transfer rates for RCC compared to all California community college entrants, 1978-85; (3) the UC admission status of RCC transfers; (4) special action admits, 1978-84; (5) grade point average (GPA) differences at RCC and UC; (6) GPA differentials for high school eligibles, 1971-80; (7) GPA differentials for high school ineligibles, 1971-80; (8) GPA's for high school elibiles, ineligibles, and special actions, 1978-81; (9) UC majors, 1979-84; and (10) first-year performance, 1982-84. Section B looks at fall 1984 entrants to UC in terms of degrees and certificates earned, terms at RCC, units completed at RCC, remedial work taken at RCC, entering assessment test scores at RCC, ethnicity, and probations/dismissals. Drawing from the data in section B, a number of inferences are presented to assist RCC in facilitating transfer. (EJV)

ED 278 576 SO 017 430

A Space Crisis. Alaska State Museum.
Alaska State Museum, Juneau.
PUB DATE- Jan 85
NOTE- 25p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Anthropology; Arts Centers; Cultural Centers; Educational Facilities; Exhibits; *Facility Expansion; *Facility Improvement; Facility Planning; *Museums; Science Teaching Centers
IDENTIFIERS- *Alaska

The 24,000 square foot Alaska State Museum is experiencing a space crisis which hinders its ability to effectively meet present demands. The museum's collection has more than tripled from 5,600 objects 17 years ago to 23,000 objects today. Available storage and exhibition space is filled and only 10% of the collection is on exhibit. The reason for the space crisis is the growing number of collections, a growing population, and a demand for programs statewide. Therefore, a 34,000 square foot addition is needed to increase square footage to 58,000 square feet. The space is needed for the following activities: (1) to research and provide conservation treatments to objects; (2) to develop comprehensive educational programming; (3) to prepare more traveling exhibits for local Alaska museums; (4) to show more of the permanent collection to the public; (5) to provide more gallery space to exhibit the work of Alaskan artists; (6) to provide workshop space to hold training meetings; (7) to provide a location for high security artifacts while they are being prepared for exhibition or loan; and (8) to provide a space for public programs. The booklet contains information on collections, education, and field services. Each area contains the goals, demands, activities and space limitation of the division, and how the new space would be utilized. A conceptual plan of the museum addition is included. (APG)

ED 278 591 SO 017 769

Pease, Arthur
Social Studies Course Guides.
Lebanon School Administrative Unit 23, NH.
PUB DATE- Apr 84
NOTE- 65p.; Light type may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civics; *Course Content; *Course Descriptions; *Curriculum; *Curriculum Guides; Economics Education; Grade 9; Grade 10; Grade 11; Grade 12; High Schools; *Learning Modules; Psychology; Resource Materials; Secondary Education; Social Studies; United States History; World History

Seventeen course guides for varied high school social studies subjects taught at Lebanon High School, Lebanon, New Hampshire, are included in this compilation. The titles are: (1) Civics 1, 2, 3; (2) United States History 1, 2, 3; (3) World History 1, 2, 3; (4) Psychology; (5) Sociology; (6) Human Relations; (7) Election Year; (8) Dangerous Parallel; (9) Native Americans; (10) The American West; (11) Over There; (12)American Market Economy; (13) Law 2; (14) Death, Grief, and Loss; (15) Women; (16) Lebanon's Future; and (17) Year 2000. Each course guide begins with an explanation and general summary of the course. An outline for each course follows and includes the following sections: (1) Course Outline; (2) Major Learning Objectives; (3)Teaching Strategies/Techniques; (4) Major Resources; (5) Methods of Evaluation; and (6) Career Implications. The guide also specifies level, prerequisites, credit given, length of course, and grading references. (APG)

ED 278 207 EC 191 774

Gill, Douglas H.
Meeting the Needs of Handicapped Learners in Vocational Programs. 1985-86.
Pierce County Educational Service District 121, Tacoma, WA.

PUB DATE- Oct 86
NOTE- 84p.; A product of the Vocational/Special Education Cooperative.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Enrollment Trends; *Individualized Education Programs; *Interdisciplinary Approach; Prevocational Education; Regional Programs; Secondary Education; *Special Education; Statistical Data; Student Educational Objectives; *Vocational Education; Work Study Programs
IDENTIFIERS- Washington (Pierce County)

Activities of a Pierce County, Washington, cooperative established in 1983 to unify the delivery of instructional services to secondary special education students in a vocational education context are reported. The report is divided into two major phases: Phase I, A Determination of Secondary Vocational Education Staff Input and Involvement in the IEP (Individualized Education Program) Process, 1985-86; and Phase II, 1985-86 Enrollment Patterns of Handicapped Learners in Vocationally Related Programs, and Identification of Corresponding Goal Statements on Student IEPs. The data indicate that vocational education staff are currently more involved with handicapped learners, participating, for example, in the IEP process; that more handicapped learners are enrolled in reimbursable vocational education programs both numerically and as a percentage; and that more content-related goals appear on the IEPs of participating students. However, 70% of the students in the baseline (1983) period were exposed to the options of a prevocational class or unpaid work study, while currently just over 40% of the students are exposed to those same options, with career awareness and other types of alternative programming increasing in emphasis. Appendixes include data collection forms and a composite of program options and goal statements by program type and district. (DB)

ED 278 221 FL 016 353

Matthies, Barbara F.
The Threshold Level: A Notional-Functional Syllabus.
PUB DATE- 83
NOTE- 14p.; In: Saltarelli, Mario, Ed. The Foreign Language Syllabus--Grammar, Notions and Functions. Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1983; see FL 016 352.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)
DESCRIPTORS- Adult Education; Adult Students; *Course Content; *Curriculum Design; Educational History; Educational Strategies; English (Second Language); Foreign Countries; *Instructional Materials; Language Research; Material Development; *Notional Functional Syllabi; Second Language Instruction; *Threshold Level (Languages)

The history, development, and content of the notional-functional "threshold-level" (T-level) syllabus and the application of its principles in the preparation of new second language instructional materials are outlined. The context for development of the syllabus by the Council of Europe was based on the need for a uniform, sequenced program of second language learning applicable to all European languages and in all European countries. Examples are given for adult instruction in English as a second language. Despite the fact that very few courses or texts based entirely on T-level syllabus principles have been designed, the work focusing on the semantic and social aspects of language has been worthwhile. Forty-six references are included. (MSE)

ED 278 252 FL 016 385

Gale, Larrie E.; Brown, Bruce L.
A Theory of Learning and Skill-Acquisition Applied to Interactive Video: Activities at the David O. McKay Institute, Brigham Young University.
PUB DATE- 85
NOTE- 11p.; In: Gillespie, Junetta B., Ed. Video and Second Language Learning. Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1985; see FL 016 373.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- Classroom Techniques; *Experimental Curriculum; Games; Holistic Approach; Interaction; *Interactive Video; Language Role; Learning Experience; *Learning Theories; Second Language Instruction; *Second Language Learning; *Simulation; Skill Development; Videodisks
IDENTIFIERS- *Brigham Young University UT; *Transparency Theory

Transparency theory is a view of learning and skill acquisition that grew out of the tradition in psychology that emphasizes the functional and holistic aspects of human perception and action. It emphasizes the tacit skill aspects of language acquisition and the functioning of language as a tool of social interaction as well as the more traditional language-learning concerned with explicit instruction in grammar and vocabulary. Interactive video is particularly well suited to this broader theory of second language acquisition. The interactive video approach taken at Brigham Young University's David O. McKay Institute has resulted in several kinds of projects: (1) the transfer to videodisk and annotation of existing tape footage, incorporating principles of transparency theory into the program design; (2) the adaptation of footage for various kinds of simulation; and (3) the creation of simulations. The results of these innovations have been encouraging. Some of the problems still to be solved include the costs of designing, developing, producing, and programming interactive video programs, misuse of the medium, limited vision caused by lack of experience with this rich technology, and language teacher defensiveness. Twenty-two references are provided. (MSE)

ED 278 378 IR 012 491

ADCIS Conference Proceedings. Computer-Based Instruction (28th, Washington, D.C., November 10-13, 1986).

Association for the Development of Computer-based Instructional Systems.

PUB DATE- Nov 86
NOTE- 515p.; For the proceedings of the 27th conference, see ED 272 177.
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; *Computer Assisted Instruction; Computer Assisted Testing; Computer Simulation; *Computer Software; Database Management Systems; Elementary Secondary Education; Expert Systems; Higher Education; Interactive Video; *Media Research; *Microcomputers; Program Descriptions; Programing Languages; *Teaching Methods; Technological Advancement
IDENTIFIERS- *Association for Devel Computer Based Instr Systs; Pilot Programing Language; PLATO; Spreadsheets

This volume is divided into full formal paper manuscripts and 200-word abstracts of presentations that were made without submitting formal papers. The 73 papers presented in full represent recent research and applications in the field of computer-based instruction. They are organized into 13 sections by special interest group: (1) Computer-Based Training; (2) Elementary, Secondary, Junior College Educators; (3) Health Education; (4) Home Economics Consortium; (5) Interagency Group for Computer-Based Training; (6) Implementation; (7) Mini-Micro Computer Users; (8) Management Issues; (9) Music Educators Consortium; (10) PILOT Users Group; (11) PLATO Users Group; (12) Interactive Video-Audio; and (13) Theory and Research. More than 60 200-word abstracts for additional presentations are also provided, as are lists of the Association for the Development of Computer-Based Instructional Systems (ADCIS) Board of Directors and Special Interest Group Council, and an author index. (DJR)

ED 278 406 IR 051 765

Hartt, Richard W.
Bibliographic Networks and Microcomputer Applications for Aerospace and Defense Scientific and Technical Information.
Logistics Management Inst., Bethesda, MD.
SPONS. AGENCY- Defense Technical Information Center (DOD), Alexandria, VA.; North Atlantic Treaty Organization, Neuilly-sur-Seine (France). Advisory Group for Aerospace Research and Development.
REPORT NO.- AD-A174-152; DTIC/TR-87/3
PUB DATE- 86
NOTE- 30p.; Advisory Group for Aerospace Research and Development, North Atlantic Treaty Organization Lecture Series No. 149. For related documents, see ED 275 335-336 and IR 051 766-769.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Bibliographic Utilities; Computer Software; *Government Libraries; Information Retrieval; Input Output Devices; Library Automation; *Library Networks; Library Services; Microcomputers; Minicomputers; Online Catalogs; *Scientific and Technical Information; *Shared Library Resources; Special Libraries; *Systems Development
IDENTIFIERS- Integrated Bibliographic Information System (DoD)

This report discusses the characteristics, operations, and automation requirements of technical libraries providing services to organizations involved in aerospace and defense scientific and technical work, and describes the Local Automation Model project. This on-going project is designed to demonstrate the concept of a fully integrated library system for technical libraries, combining local library functions with capabilities for participation in a Department of Defense (DoD) bibliographic network. The environment and characteristics of bibliographic networks are described; the automated system capabilities required for network participation are considered; and microcomputers are discussed as cost-effective yet powerful tools for exploiting bibliographic network resources. A discussion of the Local Automation Model project highlights the project background and environment, system concept demonstration, and prototype testing of the minicomputer- and microcomputer-based versions. Future development plans include production system acquisition, expanded gateway access, a common command language, reduction of manual effort, full-text and optical disk technology, and indexing standardization and controlled vocabulary. A list of related journal articles and a list of library software, vendors, and reviews of library software conclude the document. (KM)

Danky, James P., Ed.
Genealogical Research. An Introduction to the Resources of the State Historical Society of Wisconsin. Revised and Enlarged.
Wisconsin State Historical Society, Madison.
REPORT NO.- ISBN-0-87020-180-8
PUB DATE- 86
NOTE- 59p.
AVAILABLE FROM- The State Historical Society of Wisconsin, 816 State St., Madison, WI 53706 ($5.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - General (050) Historical Materials (060)
DESCRIPTORS- *Archives; *Genealogy; *Information Centers; Library Collections; Library Guides; *Maps; Research Methodology; State History; *State Libraries
IDENTIFIERS- *Manuscript Collections; *State Historical Society of Wisconsin

This resource guide provides an introduction to the resources of the State Historical Society of Wisconsin for the beginner as well as the experienced researcher. Introductory material includes a map showing the location of the Historical Society and provides information about parking, library hours, telephone numbers, and mailing address. Detailed information including purpose, holdings, and use of materials is then provided for three components of the Historical Society: (1) the Library (Family Histories, Local Histories, U.S. Census, Wisconsin Territorial and State Censuses, Local Censuses, Wisconsin Vital Records, Passenger Lists, Military Records, City Directories, Newspapers, and How to Use the Collections); (2) the Wisconsin State Archives and Manuscript Collections (Census Records, Military Records, County and Local Government Records, Naturalization Records, Other Records, The Draper Manuscripts, Church and Cemetery Records, and The Genealogical Society of Utah Microfilming Program); and (3) the Map Collection. In addition, two applications of genealogical research are described: the solving of an 1855 kidnapping, and the location of a photograph of a black civil rights leader active in 1865. A bibliography of German place name sources available on the University of Wisconsin-Madison campus and a listing of Area Research Centers are appended. Information about the contributors to the guide is also provided. (KM)

ED 278 433 JC 870 027

Carey, Diane; And Others
Partnerships for Excellence: High Schools and Community Colleges. ACCCA Management Report, 1986-7/2.
Association of California Community Coll. Administrators.
PUB DATE- 2 Jul 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- *Advanced Placement; *Articulation (Education); *College School Cooperation; Community Colleges; Educational Counseling; Educational Policy; High Schools; Institutional Cooperation; Models; Program Administration; Program Costs; Program Descriptions; Staff Development; Student Personnel Services; Two Year Colleges
IDENTIFIERS- *Sacramento City College CA

Using an example of the model partnership program between the Sacramento City Unified School District (SCUSD) and Sacramento City College (SCC), this report offers guidance for community colleges interested in developing or expanding articulation programs with local high schools. Part 1 provides an overview of the policy issues involved in articulation, reviewing important documents, literature, and legislation addressing the topic. Part 2 describes the SCUSD/SCC articulation model, providing background information on the initiation of the partnership in 1982; the organizational features of the model; and such component activities as in-service staff workshops, student services beginning in the 8th grade, articulation agreements permitting students to fulfill prerequisites in occupational classes at the high school and go directly to advanced classes at SCC; and the assessment of high school students' basic skills during their junior year. This section also explains how the project was funded and underscores the replicability of the model. Finally, part 3 offers guidelines for establishing a high school/community college partnership, covering factors which contribute to and inhibit success, funding issues, and particular features of the SCUSD/SCC experience contributing to success. (LAL)

ED 278 561 SE 047 727

Oki, Michinori
Overview of Pre-College Science Education in Japan.
PUB DATE- Sep 86
NOTE- 15p.; Paper presented at the United States-Japan Seminar on Science Education (Honolulu, HI, September 14-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Science; Elementary Secondary Education; Higher Education; *International Educational Exchange; *National Programs; Science Curriculum; Science Education; *Science Instruction; *Science Programs; *Secondary School Science; Teacher Education
IDENTIFIERS- *Japan

The status of pre-college science education in Japan is reviewed and analyzed in this paper from four different perspectives having to do with the impact of the national syllabus and with social problems, teacher problems, and the changes occurring with students. Japan's national syllabus is explained and elements related to its implementation, revision, requirements, and textbook usage are discussed. The role of parents as a strong pressure group in pre-college education is examined and the demands and concerns associated with entrance to the university are explored. Teacher training programs and systems are outlined and assessed in terms of preparation for instruction of the sciences. The factors affecting students and their attitudes in learning are also identified. Recommendations are offered, and it is suggested that emphasis be placed on educational diversification and on changes in the system of teacher education that will enhance teachers' ability to develop logical thinking and reasoning skills in their students. (ML)

ED 278 282 HE 019 430

Improving University Teaching. Volume I: Abstracts of Contributed Papers, Seminars, Workshops, Index of Presenters. International Conference (10th, College Park, Maryland, July 4-7, 1984).

Maryland Univ., College Park. Univ. Coll.

PUB DATE- Jul 84
NOTE- 136p.; Document contains small print. For other volumes in this series, see HE 019 431-432.
AVAILABLE FROM- University of Maryland, University College, University Boulevard at Adelphi Road, College Park, MD 20742 ($35.00 for four volumes).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; *College Faculty; *College Instruction; Educational Change; Educational Objectives; Educational Quality; Educational Technology; Education Work Relationship; *Faculty Development; Higher Education; *Instructional Improvement; *Learning Experience; Teacher Morale

Workshop and seminar summaries and abstracts of papers from the tenth international conference on improving university teaching are presented. Topics addressed by theme and seminar presentations are as follows: the professor of the future; adapting postsecondary education to changes in demography, social expectations, and resources; partnerships between higher education, industry, and the professions; liberal education and vocationalism; academic administration for the 21st century; matching technology with the needs of students; academic excellence; humanistic values in the teaching-learning environment; stress and burnout in academia; and a 10-year perspective on faculty development, teaching and learning, teaching with instructional technology, and faculty evaluation. Workshop topics include: course and curriculum design and evaluation, faculty development and self-appraisal, promoting active learning, teaching critical thinking in college, and building self-confidence in mathematics. For each workshop, objectives, length, activities, previous experience expected, maximum number of participants, and an index of presenters are provided. (SW)

ED 278 311 HE 019 991

Roe, Ernest; And Others
Reviewing Academic Performance. Approaches to the Evaluation of Departments and Individuals. University of Queensland Press Scholars' Library.
REPORT NO.- ISBN-0-7022-1967-3
PUB DATE- 1 Mar 87
NOTE- 341p.
AVAILABLE FROM- University of Queensland Press, 250 Commercial Street, Manchester, NH 03101 ($42.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; College Programs; Data Collection; *Departments; *Evaluation Methods; *Faculty Evaluation; Faculty Promotion; Graduate Study; Higher Education; *Information Needs; *Organizational Effectiveness; Probationary Period; Program Effectiveness; *Program Evaluation; Rating Scales; Self Evaluation (Groups); Self Evaluation (Individuals); Teacher Selection; Tenure
IDENTIFIERS- University of California Irvine; University of California Santa Barbara

Evaluation of both the academic department or unit and the individual academic staff member is addressed. Documents relevant to the reviewing process and a variety of instruments for collecting evaluative information are included, along with 10 case studies and exercises that offer advice on effective procedures. Departmental review is defined as a systematic investigation of the structure and functions of an academic department in order to promote better performance. Attention is directed to basic issues relevant to evaluating individual performance such as the purposes, problems of evidence and criteria, institutional and individual responsibility, and principles concerning openness and confidentiality. Of particular concern are four contexts: staff selection, probation and tenure, promotion, and regular appraisal. Information needed on both types of evaluations and ways to obtain them are considered in detail. Appendices provided two in-depth statements concerning review procedures: (1) academic review procedures from the University of California, Santa Barbara; and (2) graduate program review procedures for the University of California, Irvine. (SW)

ED 278 340 HE 020 028

Collective Bargaining Agreement between the University System for New Hampshire Board of Trustees and Keene State College Education Association, July 1, 1985-June 30, 1987.

Keene State Coll., N.H.; National Education Association, Washington, D.C.; New Hampshire State Univ. System, Concord. Board of Trustees.

PUB DATE- 1 Jul 85
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; Academic Rank (Professional); Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Evaluation Criteria; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Personnel Policy; Retrenchment; *State Colleges; Teacher Salaries; Tenure; Unions
IDENTIFIERS- *Keene State College NH; National Education Association; *NEA Contracts; Personnel Files

The collective bargaining agreement between the University System for New Hampshire Board of Trustees and Keene State College Education Association covering the period July 1, 1985-June 30, 1987 is presented. Items covered in the agreement include: unit recognition, definitions, management rights, academic freedom, fair practices, grievance and arbitration procedures, personnel files, faculty performance evaluation, evaluation for promotion and tenure, faculty rank qualifications and criteria, contracts and tenure, faculty workload, work year, system-wide vacancies and transfers, retrenchment, sabbatical leave, leaves without pay, other leaves, working conditions, association rights, salary, fringe benefits, and no strike/lockout clauses. (SW)

ED 278 490 PS 016 290

Sai, F.; Bushnell, I. W. R.

The Perception of Faces in Different Poses by One-Month-Olds.

PUB DATE- Sep 86
NOTE- 15p.; Paper presented at the Annual Conference of the British Psychological Society Developmental Psychology Section (Exeter, England, September 19-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Infant Behavior; *Infants; Memory; *Mothers; *Recognition (Psychology); Research Methodology; *Visual Discrimination; Visual Perception
IDENTIFIERS- *Facial Features; Scotland; *Visual Preference

The ability of 1-month-old infants to recognize their mothers visually was explored with the live faces of mother and stranger presented in three different poses: en face (full face), half-profile, and profile. Subjects were 16 infants with normal Apgar scores at birth who were volunteered by their parents after an initial contact in a maternity hospital. Strangers' faces were closely matched to mothers' hair color, hair length, and facial complexion. It was predicted that, in the en face condition, a visual preference for the mother's face would be found. In the half-profile condition, it was again predicted that the mother's face would be preferred. In the full profile condition, it was predicted that no preference would be evident. Findings revealed that the en face and half-profile poses resulted in significant visual preferences for the mother. No preference for mother was evident in the profile pose condition. Temporal stability of observed memory is discussed along with potential methodological artifacts. (Author/RH)

ED 278 504 PS 016 332

Kindergarten Today: A Guide to Curriculum Development.

South Dakota State Dept. of Education and Cultural Affairs, Pierre.

PUB DATE- 86
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Developmental Tasks; *Educational Objectives; Kindergarten; *Learning Activities; *Preschool Curriculum; Primary Education; State Curriculum Guides
IDENTIFIERS- *South Dakota

Intended as a resource for kindergarten teachers, administrators, parents, and those who develop curriculum, this handbook is designed to assist local school districts in planning and administering kindergarten programs. Consisting of three distinct sections, each with its separate cover, the handbook provides: (1) a guide to curriculum development; (2) a list of skills teachers would expect children to master before, during, and after kindergarten; and (3) guidelines for activities for kindergarten children. The section on curriculum is designed to provide information enabling school districts to develop their own individual program. Contents focus on characteristics of kindergarten children, the learning environment, early childhood screening, evaluation, program goals, and working with special needs students. The section listing skills is organized around the concepts of self, sound, taction, size, numbers, form, space, and color; and the behavioral domains of language and speech, gross and fine motor development, feeding, dressing, personal hygiene, safety, and social and emotional development. The section describing kindergarten activities ranges in alphabetical order across the domains of art, cooking, music, poems/fingerplays, seasonal activities, special events, cognition, movement, and language and sensory experiences. The 133 activities described were provided by educators from across the state of South Dakota. (RH)

ED 278 519 RC 016 071

Batey, Anne; Cowell, Richard N.
Distance Education: An Overview.
Northwest Regional Educational Lab., Portland, OR. Technology Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 42p.
GRANT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Access to Education; Curriculum Development; *Curriculum Enrichment; *Delivery Systems; *Distance Education; Educational Opportunities; Educational Technology; Elementary Secondary Education; Nontraditional Education; Program Costs; Program Descriptions; Program Effectiveness; *Program Implementation; *Rural Education
IDENTIFIERS- *United States (Northwest)

Distance education is a current "catch-all" phrase for any form of instruction in which the learner is linked to an educational institution and is formally enrolled, but instruction does not necessarily have to be delivered to or from an official school site. Distance education can provide equity and increase the quality of educational opportunity; it can also provide access to subject matter not available in the local community, interaction and joint activities with students in other schools, increased access to information/instructional resources, opportunities for staff development and inservice training, and increased school/community linkages. Examples of rural distance education projects in K-12 settings in various states and localities are: elective correspondence classes which can be taken for high school credit; courses in writing fiction using electronic mail; astronomy and calculus courses using audiographic resource development for vocational agriculture using telecommunications; and an electronics course using slow scan television and audiographics. Four examples of whole course delivery using satellite transmission are described, as are two examples of statewide distance educational networks. Most current K-12 distance education programs provide elective and enrichment courses or experiences supplementing the core curriculum. Such programs often have unanticipated side effects: increased communication/cooperation between schools and districts, parental involvement with courses, and mastery of a technology which students/teachers can apply to other areas. Key issues and concerns in distance education relate to curriculum development, teacher training, student support, certification and accreditation, management and scheduling, costs, funding, evaluation, and program integration. An appendix provides delivery, cost, and contact information on the projects, satellite systems, and statewide networks described in the report. (NEC)

ED 278 532 RC 016 091

Bowers, James W.
Bibliography on Rural Education.
Black Hills State Coll., Spearfish, SD. Div. of Education and Psychology.
PUB DATE- 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Community Characteristics; *Community Cooperation; *Community Resources; Curriculum Development; *Educational Administration; Educational Philosophy; Elementary Secondary Education; Local History; *Rural Areas; *Rural Education; Small Schools; Special Education; Staff Development; *Teacher Education; Teacher Persistence; Teacher Recruitment; Vocational Education

An annotated list of 183 books, journal articles, ERIC documents and bibliographies, and 8 organizations attempts to meet the needs or rural administrators, teachers, and college faculty in the area served by Black Hills State College, Spearfish, South Dakota. Publication dates for items listed range from 1944 to 1982, with the majority occurring in the late 1970's and early 1980's. The bibliography is divided into three subject sections. The section on administration of rural schools includes materials on major problems, teacher recruitment and retention, needs assessment, community cooperation, and curriculum improvement. The section on teachers in rural schools includes special education (for the handicapped and the gifted), vocational education, individualized instruction in the academic curriculum, and community-based instruction. The section on teacher preparation includes philosophy of rural education, understanding the local community, improving teacher preparation, history of area schools, bibliographies on rural education, and organizations and publications. (LFL)

ED 278 267 FL 016 413

Molloy, Shivaun

Puppets, Music, Movement, Drama, and Kids.

PUB DATE- Sep 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Japan Association of Language Teachers (Kyoto, Japan, September 14-16, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *Dramatic Play; Elementary Secondary Education; *English (Second Language); *Games; *Music Activities; Pantomime; Pronunciation Instruction; *Puppetry; Second Language Instruction; Second Language Learning; *Vocabulary Development

Classroom activity ideas for Japanese English as a second language students include a Punch and Judy puppet show (script included); a Halloween puppet trick-or-treat game to learn vocabulary and an American custom; a mime game using verbs; hangman; games of prediction, chance, and sorting or grouping; a Japanese card game similar to "slap"; a guessing game emphasizing pronunciation; and "Hokey-Pokey," a participatory song. (MSE)

ED 278 354 HE 020 042

Agreement between Youngstown State University and Youngstown State University Chapter of the Ohio Education Association, June 15, 1982-June 14, 1986.

National Education Association, Washington, D.C.; Ohio Education Association, Columbus.; Youngstown State Univ., Ohio.

PUB DATE- 15 Jun 82

NOTE- 71p.; Pages 51-61 contain marginally legible print.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Rank (Professional); *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Evaluation Criteria; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Personnel Policy; Questionnaires; Records (Forms); State Universities; Student Evaluation of Teacher Performance; Summer Schools; Teacher Dismissal; Teacher Salaries; Tenure; Unions

IDENTIFIERS- National Education Association; *NEA Contracts; Ohio Education Association; Personnel Files; Union Rights; *Youngstown State University OH

The collective bargaining agreement between the Youngstown State University and Youngstown State University Chapter of the Ohio Education Association (395 members) of the National Education Association) covering the period June 15, 1982-June 14, 1986 is presented. Items covered in the agreement include: unit recognition, salaries by rank and salary increments, distinguished professorship awards, summer assignments, insurance benefits, faculty improvement leave, leaves, grievance and arbitration procedure, the academic department, tenure, nonreappointment of nontenured faculty, termination for cause, retrenchment of faculty, faculty evaluation, promotion in faculty rank, faculty workload and types of instruction, nonteaching equivalencies in workload, team teaching, personnel files, academic freedom, retirement, association rights, and administration-association relations. Appendices include grievance forms, student evaluation of teaching form, faculty evaluation of chairperson form, and faculty improvement leave application. (SW)

ED 278 447 JC 870 081

Puyear, Don
The Shrinking Foundation: Two Years Later. Observations regarding Full Time "College Age" Students Attending Virginia Community Colleges, Fall 1984 through Fall 1986.
Virginia State Dept. of Community Colleges, Richmond.
PUB DATE- Feb 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Age; *College Attendance; Community Colleges; Declining Enrollment; *Enrollment Trends; Full Time Students; Institutional Advancement; Marketing; Program Effectiveness; *School Holding Power; State Surveys; Trend Analysis; *Two Year College Students; Young Adults
IDENTIFIERS- *Virginia

A study was conducted to assess the effects of 2 years of marketing and retention efforts in the Virginia community college system (VCCS) on the market segment of 18-21 year old students. The study examined enrollment trends between 1984 and 1986, using comparable data from a 1985 study. Study findings included the following: (1) the proportion of full-time students dropped from 25.9% in fall 1984 to 23.8% in fall 1985 to 23.3% in fall 1986; (2) in 1985, for the first time in the history of the VCCS, full-time students generated less than half (49.7%) of the full-time equivalent student (FTES) enrollment; (3) the number and percentage of full-time transfer students increased each year between 1984 and 1986; (4) 60% of the full-time students came from the 18-21 age group in fall 1986; (5) the percentage of the total FTES enrollment attributable to 18-21 year old full-time students remained near 30% between 1984 and 1986; and (6) in 1986, there was a sharp increase in the number of full-time 18-21 year old students. The data is presented by means of charts and graphs with brief explanatory text. (LAL)

ED 278 475 PS 016 259

Nash, Margaret; Tate, Costella

Better Baby Care: A Book for Family Day Care Providers.

Children's Foundation, Washington, D.C.
PUB DATE- Sep 86
NOTE- 164p.
AVAILABLE FROM- The Children's Foundation, 815 Fifteenth Street, N.W., Suite 928, Washington, DC 20005 ($12.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Caregivers; Early Childhood Education; *Family Day Care; First Aid; Guidelines; Health; Individual Development; Infant Behavior; *Infants; Nutrition; *Program Implementation; Safety; *Toddlers
IDENTIFIERS- *Parent Provider Relationship

A resource for child caregivers providing family day care for infants and toddlers, this book is designed to provide information and suggestions in a format that is easy to follow, and in language that is easy to read. Chapter 1 gives tips on "baby-proofing" the home, as well as ideas for toys, equipment, and how to integrate a baby into the caregiver's schedule. Chapter 2 discusses the baby's need for attachment and self-esteem over and above the physical "basics." Chapter 3 outlines the basic pattern of infant development. With reference to physical, language, cognitive, and emotional development, activities are suggested which encourage growth. Chapter 4 helps caregivers understand and plan for common infant and toddler behaviors as well as behaviors that may need special attention. Chapter 5 offers pointers on nutrition and feeding, and Chapter 6 covers health, safety, and first aid. Chapter 7 discusses the business aspects of being a provider: setting up, advertising, setting fees, keeping records, and other issues. Chapter 8 discusses building a positive relationship with parents, as well as aspects of understanding cultural differences. A list of books for babies, brief descriptions of common health problems of infants, suggestions for assembling a first aid kit, and directions for making toys and conducting learning activities are provided. (RH)

ED 278 237 FL 016 369

Anderson, Helena H.; Rhodes, Nancy C.
Immersion and Other Innovations in U.S. Elementary Schools.
PUB DATE- 83
NOTE- 13p.; In: Savignon, Sandra J., Ed. and Berns, Margie S., Ed. Communicative Language Teaching: Where Are We Going? Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1983; see FL 016 358. Chart on pages 9-10 contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)
DESCRIPTORS- *Classroom Techniques; Communication Skills; Cultural Awareness; Elementary Education; *FLES; *Immersion Programs; Instructional Innovation; *Introductory Courses; Language Planning; Language Research; Program Development; *Program Effectiveness; Realia; Second Language Instruction; Surveys; *Teaching Methods
IDENTIFIERS- *FLEX

A study of elementary school foreign language programs in eight states yielded information about the status and design of language immersion, revitalized foreign language in the elementary schools (FLES), and foreign language experience (FLEX) programs. Immersion programs consist of the usual curriculum content presented entirely in a second language, begun at any grade level. Research has shown consistently good immersion program results in English, second language, and subject area performance. Potential disadvantages include lack of materials, a shortage of adequately trained teachers, and costs. FLES programs, providing before- and after-school language instruction, have been revitalized and now emphasize spoken language more than they used to. New directions in FLES include language presentation in a meaningful context, less emphasis on grammar, increased use of visuals and realia, and increased use of physical activity. Interesting instructional material for FLES is still inadequate. FLEX programs are self-contained, non-articulated programs designed to introduce students informally to language study. Their objectives are to strengthen language programs and retention, motivate children and give them a sound basis for second language selection, encourage mastery of a limited amount of language material, increase intercultural sensitivity, and instill awareness of career use of foreign language skills. A chart of immersion programs in the United States is included. (MSE)

ED 278 297 HE 019 963

A Generation of Failure: The Case for Testing and Remediation in Texas Higher Education. Final Report and Recommendations of the Committee on Testing.

Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- 17 Jul 86
NOTE- 61p.
AVAILABLE FROM- Texas College and University System, Coordinating Board, Austin, TX.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Standards; Advisory Committees; *Basic Skills; *Educational Assessment; *Educational Testing; Higher Education; Needs Assessment; *Remedial Programs; State Colleges; State Programs; *State Standards; Student Placement
IDENTIFIERS- College Sophomores; *Texas

The merits of a state testing program that would measure the basic skills of college students and provide a basis for improvement was studied in Texas in 1985 by the Committee on Testing. Basic skills among colleges students and the use of postsecondary testing and remediation programs were studied in several states. The review included various types of tests and their merits, the impact of testing on minority students, the implications of requiring a test at the sophomore level, and the effectiveness of remedial and developmental education programs. Committee members held nine meetings, visited testing programs in Florida and New Jersey, heard the views of employers, and conducted five public hearings throughout Texas. Recommendations of the committee include the following: that (1) by 1989, freshmen at public colleges be tested in reading, writing, and mathematics skills at levels required to perform effectively in college; (2) that a strong advising program be developed so that appropriate course placement occurs; (3) that nondegree credit remedial opportunities be offered at public colleges; and (4) that remediation be required when a component of the basic skills test is failed. (SW)

ED 278 326 HE 020 009

Curry, Wade; Cruser, Paul
Can Testing Determine What Students Learn in General Education?

PUB DATE- 86
NOTE- 15p.; Report on research conducted by Henry Wang.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Freshmen; College Seniors; College Students; Comparative Analysis; *Educational Assessment; Educational Objectives; *Educational Testing; *General Education; Higher Education; *Outcomes of Education; *Program Evaluation; Scores; *State Colleges
IDENTIFIERS- *Trenton State College NJ

Testing to assess student learning in general education and the extent to which students achieve general education goals at Trenton State College were examined. Faculty reported that the general education program most emphasized both problem solving and communication and research and least emphasized the arts and non-Western civilization. Two tests that could be used to measure outcomes in general education were located: the College Outcomes Measurement Program (COMP) from the American College Testing Program, and Tests of General Education (TGE) from the Educational Testing Service. Seniors' tests results were compared with national norms and scores of transfer seniors and freshmen. Scores during the freshman and senior years were also compared, as were scores on the TGE and the COMP. In addition to summarizing findings of these comparisons, nine procedural problems in a general education testing program are identified. A six-step feedback loop for evaluating general education is suggested: developing goals, attaching the goals to each course, determining a means of assessment, testing and analyzing results, evaluating the instrument, evaluating and revising the curriculum, and revising the goals. (SW)

ED 278 366 IR 012 477

Goodman, Frank M.
Applied Microcomputer Technology in Education. Teacher/Aide Training Series in Computer Programming. Inservice Manual.
Compton City Schools, Calif.
PUB DATE- 85
NOTE- 150p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Authoring Aids (Programing); *Bilingual Education; *Computer Assisted Instruction; Computer Literacy; Computer Software; Database Management Systems; Elementary Secondary Education; Glossaries; *Inservice Teacher Education; Instructional Materials; Lesson Plans; *Material Development; Programing; Reference Materials; Worksheets
IDENTIFIERS- BASIC Programing Language; California; Software Evaluation

Originally developed to serve the needs of bilingual education and English as a second language (ESL) instructors in the Compton Unified School District in California, this replication manual provides content, organization, and lesson plans for a 14-day, 41-hour course to train teachers in the fundamentals of computer operation and structure, elementary BASIC programming and command structures, and use of a computer-assisted instruction (CAI) authoring system. The context and examples used throughout the lessons are oriented to bilingual education subject matter, but the principles and skills presented generalize to all subject areas. The manual first provides information on determining the appropriateness of the program to any replication site or target population and discusses the various issues involved. This is followed by step-by-step guidelines for implementation, which include a list of instructional materials used in the courses and an outline of workshop schedules. Plans are then provided for the 20 lessons that cover the three workshop segments: (1) system introduction; (2) authoring systems; and (3) advanced authoring techniques. Appendices contain worksheet handouts; a software evaluation guide; a description of the JOURNAL1 database system; workshop evaluation forms; reference materials; a short glossary of computer terms; two two-page bibliographies listing references on CAI in general and CAI for ESL and bilingual education; and a certificate for completion of training. (DJR)

Edwards, Dennis H.; And Others

Reading across the Curriculum: Strategies for Improving Reading in Content Area Classes.

Cosumnes River Coll., Sacramento, Calif.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- 87

NOTE- 21p.; Developed through a 1986-87 Fund for the Improvement of Instruction grant.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive

(Program/Project Descriptions) (141)

DESCRIPTORS- Basic Skills; Community Colleges; *Content Area Reading; *Learning Strategies; Reading Comprehension; Reading Habits; Reading Improvement; *Reading Instruction; *Reading Skills; *Reading Strategies; *Teaching Methods; Two Year Colleges

A description is provided of 12 reading skills strategies that were developed as part of a Reading across the Curriculum project to help students bridge the gap between their reading levels and the reading level of their textbooks. Following introductory information on the Reading across the Curriculum project, the 12 strategies are explained and examples of their use and/or modification are provided. The strategies are: (1) Previewing and Marking the Text, which involves reading the foreword, skimming the table of contents, and marking the text; (2) Motivating Students to Read the Text--Helping Them Deal with Anxiety; (3) the SQ3R (Survey, Question, Read, Recite and Review) method; (4) Notetaking, using the Cornell Notetaking format of Record, Reduce, Recite, Reflect and Review; (5) Mapping, a form of outlining in which the material itself generates the form or outline; (6) Time Management, stressing the amount of time needed for study; (7) the Vocabulary Preview Technique, which teaches students to determine the meaning of words through context, word structures, and the dictionary; (8) the Read, Analyze, and Apply technique, which forces the student to think critically about what he/she has read; (9) Prediction, which uses non-reading activities to promote student interest in the topic; (10) Reading Graphs; (11) Differentiating between the Main Idea and Supporting Evidence; and (12) Directed Reading Activity, in which the instructor provides questions for the students to consider when reading. (LAL)

ED 278 547 SE 047 711

Alternatives to Animal Use in Research and Testing. Hearing before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

PUB DATE- 6 May 86

NOTE- 171p.; No. 130. Document contains small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Animals; Ethics; Experiments; *Hearings; *Laboratory Animals; *Laboratory Procedures; Medical Research; *Research and Development; Science and Society; Science Education; Scientific Research

IDENTIFIERS- *Animal Welfare; *Congress 99th

Perspectives, policy issues, and options for Congressional action that relate most directly to the development and implementation of alternatives to animal use in research and testing are addressed in this report. Testimonies and reports include those from the Office of Technology Assessment, the National Institute of Health, and the Food and Drug Administration. Discussion focused on the prospects for replacing, reducing, and refining animal use. Alternatives identified include: (1) continued but modified use of animals; (2) use of living systems particularly the in-vitro culture of cells, tissues and organs; (3) use of nonliving systems that mimic biological functions; and (4) computer programs. (ML)

ED 278 577 SO 017 479

Fair, Jean; Kachaturoff, Grace
Recommendations for Improving Secondary Social Studies Curriculum and Instructional Programs.
PUB DATE- 86
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Activities; Community Role; *Curriculum Design; Curriculum Development; *Evaluation Criteria; Interpersonal Competence; Parent Role; Secondary Education; *Secondary School Curriculum; *Social Studies; *Teaching Methods

Realizing that the society in which today's young people are taking their place is complex and characterized by both continuity and change, this paper voices the need for improving social studies education. Social studies programs should focus on the learning which young people need for participation in society and which public welfare requires. The paper is organized under 12 headings: (1) Ample time should be given to learning; (2) Students must be actively involved in learning; (3) Raising standards; (4) What is to be learned is the significant matter; (5) Social studies programs ought to be well organized; (6) Assessment should be regular part of classroom procedures because students, teachers, and parents need evidence of students' progress; (7) Teachers, administrators, students, parents, and others in the community ought to evaluate the effectiveness of social studies curriculum systematically and regularly; (8) Social studies teachers should have the special competencies needed for teaching successfully; (9) Students need parental support; (10) Schools need community support; (11) Social studies education needs state support; and (12) Schools should be just and humane. (KWL)

ED 278 592 SO 017 821

Benestad, J. Brian
The Pursuit of a Just Social Order: Policy Statements of the U.S. Catholic Bishops, 1966-80.
Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-061-3
PUB DATE- 82
NOTE- 215p.; Foreword by Avery Dulles, Jr.
AVAILABLE FROM- University Press of America, 4720 Boston Way, Lanham, MD 20706 ($11.50 paperback--ISBN-0-89633-061-3; $22.00 cloth--ISBN-0-89633-060-5).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Catholics; *Churches; Church Role; Clergy; *Foreign Policy; Government Role; Planning; Policy Formation; *Politics; *Social Change; *Social Problems
IDENTIFIERS- *Catholic Bishops; Catholic Church

This book provides a concise and informative survey of what the U.S. Catholic bishops have said about crucial public issues such as world hunger, nuclear armament, military conscription, conscientious objection, multinational corporations, national health insurance, capital punishment, abortion legislation, and public aid to non-public education. The positions of the bishops are presented and the reasoning behind these positions analyzed. The book is organized into three parts. Part 1 discusses "Religion and Politics in the Catholic Tradition" in two chapters: "Addressing the Political Order" and "Political Principles." Part 2 addresses the bishops' statements on policy issues in chapters entitled "Foreign Policy" and "Domestic Policies." Chapters in Part 3 are "An Evaluation of the Bishops' Quest for Justice" and "Evangelization, Catholic Social Teaching, and Political Philosophy." Appendices include a brief summation on how the bishops make policy statements, the texts of two statements on corrections reform and the energy crisis respectively, and a paper on the approach of the National Catholic Welfare Council to political and social reform. Notes, and an index of names and documents, conclude the volume. (KWL)

ED 278 222 FL 016 354

Rutherford, William E.
Functions of Grammar in a Language Teaching Syllabus.

PUB DATE- 83
NOTE- 20p.; In: Saltarelli, Mario, Ed. The Foreign Language Syllabus--Grammar, Notions and Functions. Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1983; see FL 016 352.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTORS- Case (Grammar); *Classroom Techniques; *Course Descriptions; *Curriculum Design; Educational Strategies; English (Second Language); Error Patterns; Form Classes (Languages); *Grammar; Heuristics; *Interlanguage; Language Typology; *Second Language Instruction; Structural Grammar; Traditional Grammar; Transfer of Training

Past perceptions of the role of grammar in the second language syllabus have been limited by the attitude that grammatical content should be addressed directly in the language classroom and that it is limited to language items and rules with definable boundaries. However, language has properties crucial to its use for communication that are not readily observable and exploitable within the traditional language-teaching. These properties include general typological qualities that determine the language's form and the principles of discourse that the language form serves. Language syllabi should reflect these properties, and may have to be reshaped to do so. Forty-five references are included. (MSE)

ED 278 562 SE 047 728

Coble, Charles R.
The Organization of American Education (Understanding Controlled Chaos).
PUB DATE- Sep 86
NOTE- 14p.; Paper presented at the United States-Japan Seminar on Science Education (Honolulu, HI, September 14-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Administration; Educational History; Educational Legislation; Educational Policy; Elementary Secondary Education; *Governance; Government Role; *Government School Relationship; Politics of Education; School District Autonomy; State Departments of Education; *State School District Relationship

The roles and responsibilities of state, local, and the federal government are described in this paper on the organization of American education. Explanations are provided of how education in America is primarily a state and local responsibility and representative models of this system of organization are described. In terms of the federal government's role in education, provisions of the first and fourteenth amendments to the Constitution are outlined and examples of education-related legislation are reported. In addition to legal and financial actions, the federal government's involvement in raising issues and setting directions for education is reviewed, and the National Commission on Excellence in Education's report, "A Nation At Risk" is offered as the most recent and dramatic example. Schematic illustrations are provided of: (1) the typical structure of a state school system; (2) a state department of public instruction; and (3) a typical line and staff organization plan. (ML)

Algozzine, Bob; And Others
Analysis of Basic Skill Competencies of Learning Disabled
  Adolescents. Final Report.
Florida Univ., Gainesville.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 86
NOTE- 62p.
GRANT- G008402050
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employer Attitudes; High Schools; Interviews; Job Skills; *Learning Disabilities; *Mathematics Skills; *Minimum Competencies; Minimum Competency Testing; *Reading Skills; *Writing Skills
IDENTIFIERS- Florida; State Student Assessment Test II

The study compared minimum competency test scores of approximately 1,000 learning disabled Florida tenth graders with those of regular class peers and surveyed 200 employers concerning the perceived importance of the competency test skills. Item performance, skill performance, and mastery scores on the State Student Assessment Test-II (SSAT-II) were tabulated. Analysis indicated that learning disabled students demonstrated competence on substantially fewer communication and mathematics skills than their peers. In general, learning disabled students performed better on skills requiring literal use of text and numbers and worse on skills requiring application of basic skill knowledge. Employers' ratings of the extent to which various skills were required in the world of work supported the importance of competency in basic skills but gave more importance to such skills as following directions, obtaining information from graphs or charts, writing accurate messages, and basic whole number computation skills. Learning disabled students did, however, perform better on reading skills (such as use of graphs, pictures, tables), writing skills (use of written forms), and mathematics skills (e.g. time, whole number operations) which were rated by employers as often used in the world of work. Also discussed is the importance of the job interview in obtaining employment. A sample of the Employers Survey of Basic Skills form is appended. (DB)

ED 278 253 FL 016 392

English Teaching Profile: Ethiopia.
British Council, London (England).
PUB DATE- Jul 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Creative Writing; Developing Nations; Educational Administration; *Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; Human Resources; Information Sources; Instructional Materials; International Cooperation; *Language Role; Official Languages; Research Projects; *Second Language Instruction; Teacher Characteristics; *Teacher Education; Technical Assistance
IDENTIFIERS- *Ethiopia

A review of the status of English language instruction in Ethiopia begins with an overview of the role of English in the society in general, and goes on to outline the status of English use and instruction in the educational system at all levels (elementary, secondary, higher, and teacher), the characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, English outside the educational system, British and other international support, commercial opportunities related to English instruction, creative writing, language research, and other sources of information. It is concluded that despite the revolutionary government's intention to make Amharic the language of instruction in all secondary and postsecondary institutions, the government is convinced of the importance of English instruction in the educational system, and officials have made it clear that they would welcome the return of British-born advisers and teachers to many Ethiopian institutions. (MSE)

ED 278 268 FL 016 414

Piper, Terry
Stories and the Teaching of Language in a Grade Two ESL Class.
Calgary Univ. (Alberta). Dept. of Curriculum and Instruction.
PUB DATE- 23 Nov 86
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Class Activities; *English (Second Language); *English Instruction; Grade 2; *Language Experience Approach; Language Skills; Learning Activities; Limited English Speaking; Primary Education; Second Language Instruction; *Story Telling; *Writing (Composition); Writing Exercises; *Writing Instruction

A second grade teacher's use of storytelling to teach English language skills to both native speakers and learners of English as a second language (ESL) is described. The technique combines the concept of comprehensible input, the importance of stories and storytelling to children, and a commitment to teaching writing skills. Early in the day, all the children would hear a story and express their likes and interests in it as a group. Later, the ESL teacher used parts of the story for reading or retelling, and the beginning ESL students and the other students drafted, revised, and completed their own stories. By Christmas, each of the children produced two bound books of stories with holiday themes, reflecting their individual levels of English skills. The stories showed substantial improvement in skills and considerable sophistication of structure and expression. They also illustrated that the ESL children are acutely aware of the rhythms and structures of English early in their language learning. The use of imagination is felt to have encouraged the children to extend their experience beyond the limits of their immediate surroundings and to have provided a point of departure for talk among themselves. (MSE)

ED 278 283 HE 019 431

Improving University Teaching. Volume II and Volume III: Contributed Papers. International Conference (10th, College Park, Maryland, July 4-7, 1984).

Maryland Univ., College Park. Univ. Coll.

PUB DATE- Jul 84

NOTE- 822p.; Documents contain small print. For other volumes in this series, see HE 019 430-432.

AVAILABLE FROM- University of Maryland, University College, University Boulevard at Adelphi Road, College Park, MD 20742 ($35.00 for four volumes).

LANGUAGE- English

EDRS Price - MF05/PC33 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; College Administration; *College Faculty; College Freshmen; *College Instruction; College Mathematics; College Planning; College Science; Computer Assisted Instruction; Educational Technology; Educational Testing; Engineering Education; Experiential Learning; *Faculty Development; Higher Education; *Instructional Improvement; Lecture Method; School Holding Power; *Teacher Effectiveness; Writing Instruction

Eighty papers from a 1984 international conference on improving university teaching are presented. Topics include the following: predicting achievement and overcoming disadvantages for first-year students, the impact of technology on higher education, using student conceptions of learning and teaching, problems and solutions for teaching effectively, academic administrators, testing and teaching first-year students in mathematics and science, reducing student attrition, developing faculty as teachers, project methods in engineering, optimizing teaching for different kinds of students, institutional planning with a focus on campus climate and community needs, planning and "megatrends" for teaching in higher education, students and writing, uses of computers in teaching, experiential approaches to teaching, aspects of lecturing, experiential learning programs, and an international perspective on the evaluation of teaching. (SW)

ED 278 341 HE 020 029

Agreement between Lake Superior State College and Lake Superior State College Faculty Association (MEA/NEA), September 1, 1983-September 1, 1986.

Lake Superior State Coll., MI.; Michigan Education Association, East Lansing.; National Education Association, Washington, D.C.

PUB DATE- 1 Sep 83
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Evaluation Criteria; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Librarians; Part Time Faculty; Personnel Policy; School Counselors; *State Colleges; Teacher Salaries; Tenure; Unions
IDENTIFIERS- *Lake Superior State College MI; National Education Association; *NEA Contracts; Union Rights

The collective bargaining agreement between Lake Superior State College and the Lake Superior State College Faculty Association Chapter, an affiliate of the National Education Association and Michigan Education Association, covering the period September 1, 1983-September 1, 1986 is presented. The unit consists of 102 full-time and regular part-time faculty, including counselors and librarians. Items covered in the agreement include: unit recognition, association rights, access to facilities, faculty meeting, agency shop and dues deduction, management rights, faculty rights, academic freedom, five types of faculty appointments, faculty evaluation, promotion criteria and procedures, tenure, service credit toward tenure, nondiscrimination, teaching loads, college calendar, working conditions, grievance procedure, layoff and recall of faculty, curriculum development, professional development and leaves, leaves of absence with and without pay, sabbatical leaves, fringe benefits, professional rank factors in compensation, starting salaries, compensation for special assignments, compensation for part-time studies, overload compensation, and no strike clause. A grievance report form and annual faculty evaluation form are appended. (SW)

Robinson, Louise; And Others

Where Does Logo Fit In?

PUB DATE- 84
NOTE- 9p.; Paper presented at a meeting of the National Association of Laboratory Schools (Chicago, IL).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Critical Thinking; *Discovery Learning; Elementary Secondary Education; *Geometric Constructions; Geometry; Mathematics Instruction; *Problem Solving; Programing
IDENTIFIERS- *LOGO Programing Language

A computer language that can be used by people of all ages, Logo allows children the freedom to direct their own learning. Integrating Logo into the curriculum provides students the opportunity to program a computer, to engage in logical, sequential thinking and planning, to solve problems, and to manipulate text, language, graphics, and music while engaging in creative project development. One of the most powerful outcomes is that students are able to analyze and develop their thinking and problem-solving skills as well develop specific debugging strategies. After hours of open-ended exploration, children will set specific goals and work very hard to achieve them, and the scenario is repeated at every grade level. Unfortunately, Logo can be abused. The imposition of a prescribed Logo curriculum for each grade imposes an order totally contrary to Papert's vision of heuristic learning and discovery, and slotting Logo into grades K-6 misses out on the fact that Logo is an exciting medium for exploring informal geometry in the middle school and deductive geometry in high school. Logo can also be used in undergraduate and graduate courses in education, for it has the potential to respond to the demand for problem-solving in the curriculum and for developing problem-solving skills throughout a child's school experience. (DJR)

ED 278 392 IR 051 751

Jackson, Gregory A.
Educational Research and Decision Making: The Special Case of Research Collections and Policy Analysis.
PUB DATE- Oct 86
NOTE- 15p.; Paper presented at a conference on REDUC (Red de Documentacion en Educacion para America Latina y el Caribe) (Washington, DC, October 16-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Collection; *Decision Making; Evaluation Utilization; Information Dissemination; Information Retrieval; *Research Methodology; *Research Tools; *Research Utilization; *User Needs (Information); Use Studies
IDENTIFIERS- Bibliographic Data Bases; ERIC; *Policy Analysis; *REDUC

Although scholars and policy analysts both value quality-controlled collections of research results, they evaluate research according to different criteria. Nevertheless, an examination of a pessimistic fictional research experience and a more productive actual experience indicate that, although differences in focus between scholars and policy analysts may make the interaction of research collections and policy analysis difficult, a productive match is possible through emphasizing the strengths of each. To facilitate this effective interaction, policy analysts must appreciate the need for theoretical context and recognize that it often will be communicated in terms of specific empirical results not useful in themselves; scholars and other data collectors must develop indexing and research facilities capable of handling diverse questions framed in different ways and of allowing users to browse in the collection; rapid retrieval of detailed information must be facilitated; and policy analysts must provide feedback to the scholars and collectors responsible for the research collections. Specific implications for REDUC (Red de Documentacion en Educacion para America Latina y el Caribe) are that system development should recognize differences between the system's contributors and users, that considerable effort should go toward developing a thoughtful user base, and that administrative and advisory mechanisms should maximize informal communication between the producers and users of educational research. (KM)

ED 278 407 IR 051 766

Cotter, Gladys A.; And Others
The DoD Gateway Information System: Bibliography, Directory of Resources, Prototype Experience, and User Interface Design.
Defense Technical Information Center (DOD), Alexandria, VA.
REPORT NO.- AD-A161-701; AD-A166-200; AD-A174-150; AD-A174-154; DTIC-E; DTIC/TR-85/16; DTIC/TR-86/6; DTIC/TR-86/8; DTIC/TR-87/1
PUB DATE- 86
NOTE- 51p.; For related documents, see ED 275 335-336 and IR 051 765-769.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Design Requirements; Directories; Government Libraries; Information Networks; *Information Retrieval; Library Automation; Man Machine Systems; Menu Driven Software; Online Searching; *Scientific and Technical Information; *Systems Development; *User Needs (Information)
IDENTIFIERS- *Gateway Information System (DoD); Gateway Systems; *Integrated Bibliographic Information System (DoD); Prototypes

The Defense Technical Information Center (DTIC), an organization charged with providing information services to the Department of Defense (DoD) scientific and technical community, actively seeks ways to promote access to and utilization of scientific and technical information (STI) databases, online services, and networks relevant to the conduct and management of research and engineering (R&E) programs. One of the most important efforts in this area is the development of a DoD Gateway Information System (DGIS), which will provide online, streamlined methods for identifying, accessing, searching, post-processing, and analyzing data from heterogeneous databases of interest to the DoD R&E community, and allow queries of the database using a common command language. This series of reports provides the following information: (1) the characteristics required in the DGIS and the development approach for designing a prototype system; (2) a bibliography of publications resulting from the DGIS program of the DTIC and the Technology Information System (TIS) system prototype; (3) a description of the data collection, database design, implementation, menu-driven interface, and future directions of the DGIS Directory of Resources; (4) a description of DGIS developments and evaluations to date; and (5) a discussion of the development of the DGIS menu system. (KM)

ED 278 421 IR 051 782

Busch, B. J.
Integration of Public and Technical Services Functions. Observations on Organizational Change in Six Member Libraries of the Association of Research Libraries.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
REPORT NO.- ISBN-0-918006-53-8
PUB DATE- Nov 86
NOTE- 31p.; Office of Management Studies Visiting Librarian Program.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Administrative Organization; Higher Education; *Library Administration; Library Automation; Library Collection Development; Library Personnel; Library Surveys; *Library Technical Processes; *Organizational Change; Organizational Climate; *Research Libraries
IDENTIFIERS- Association of Research Libraries; *Functional Integration; *Public Services; Site Visits

This study explores current trends and practices in functional integration based on site visits to six Association of Research Libraries (ARL) member libraries selected on the basis of their responses to a Fall 1984 ARL questionnaire. The responses indicated that, for all six libraries, some integration of functions existed, staff reorganization was underway or complete, cataloging was taking place in public areas, and professional librarians were participating in both public and technical services functions. The current situation of the six libraries and their decisions to reorganize are summarized, and the following developments and issues are considered: (1) collection management and service to users; (2) impact of automation; (3) organizational climate; (4) flexible use of staff; (5) staff morale; (6) reporting relationships; and (7) recruitment and training. Increased information delivery and an expansion outward in client-centered groupings are identified as possible future trends for public service areas, along with the continuing compression of massive technical services departments, and it is concluded that leadership and staff participation, as well as a clear sense of where the institution is going, are vital ingredients in successful organizational change. Notes and a 61-item selected bibliography are provided, and a listing of the issues addressed is appended. (KM)

ED 278 434 JC 870 029

Bender, Louis W.; Richardson, Richard C., Jr.
Urban Community College Students: An Autobiographic Profile.
Florida State Univ., Tallahassee. Center for State and Regional Higher Education.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Feb 87
NOTE- 61p.
AVAILABLE FROM- Florida State University State and Regional Higher Education Center, College of Education, Tallahassee, FL 32306-3021 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Choice; Community Colleges; Family Characteristics; *Personal Narratives; *Student Attitudes; *Student Characteristics; Student Educational Objectives; *Student Experience; Two Year Colleges; *Two Year College Students; *Urban Education

Drawing from autobiographical essays prepared by students enrolled in urban community college districts in eight states, this report profiles the lives of these students with particular focus on family background; educational objectives; obligations and problems related to work and home life; and career and educational plans and goals. Introductory material explains the purpose of the essays, describes the student population, and outlines the methods used to analyze the essays. Part I of the report uses quotations from the student essays to draw profiles of the following student types: self-discoverers, undecideds, innocents, immigrants, perseverers, devotees, non-comformists, self-worth seekers, the prideful, and believers. Part II presents six entire student essays, each representing a different urban area. Part III offers observations on the data, including reasons for selecting community colleges as study sites and a summary profile of the students as typically optimistic, frequently naive, and almost always appreciative of the community college and its faculty. Discussed also are: the recurring theme in students' essays of military enlistment immediately after high school graduation by male siblings; the participation of community college English faculty in the essay project; and differences between suburban and urban participants. (EJV)

ED 278 505 PS 016 333

Elam, Linda Marie
Effect of Typing Skills on Computer Skills in Elementary School Students.
PUB DATE- 19 Dec 86
NOTE- 54p.; Master's Thesis, Biola University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Literacy; Elementary Education; *Elementary School Students; Junior High Schools; *Junior High School Students; *Outcomes of Education; Pretests Posttests; Surveys; *Typewriting

To evaluate the effect of typing instruction on knowledge about computers, students from grades 4 through 8 attending computer literacy and programing classes were assigned to either a treatment condition providing 4 weeks of typing instruction or a control group receiving no typing instruction. It was hypothesized that pretest-posttest gains of students receiving typing instruction would be significantly greater than those of control group members. The pretest-posttest contained questions relating to care of computers, computer use, applications, and programing. In computer literacy and programing classes students were taught the components of a computer, received instruction on the care and use of computers and diskettes, and were introduced to programing in BASIC. In typing classes, treatment group students received instruction and practice in the correct finger positions for touch typing and were taught the typing game "PAWS+." Treatment group students worked at this game to increase their ability to locate letters without looking at the keyboard. Findings did not support the research hypothesis, but 4th, 5th, and 6th grade scores and overall mean scores indicated that the treatment group students gained more than the corresponding control groups. Appendices provide a survey of computer experience, the computer knowledge pretest-posttest, and a diagram of a keyboard. (RH)

ED 278 533 RC 016 092

Raitz, Karl
Advantages of Place in the "Sunbelt" as Perceived by Promoters.

PUB DATE- Nov 85
NOTE- 50p.; Paper presented at the Conference, "The Sunbelt: A Region and Regionalism in the Making?" (Miami, FL, November 3-6, 1985). Four appended pages of U.S. maps may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Educational Quality; Environmental Influences; Financial Services; *Geographic Location; Geographic Regions; *Industrialization; Industry; Labor Force; Questionnaires; Regional Attitudes; *Regional Characteristics; Rural Areas; Site Selection; Socioeconomic Influences
IDENTIFIERS- *Boosterism (Geographic); Chambers of Commerce; United States (South); United States (Southwest); *United States (Sunbelt)

Promotion of the Sunbelt area of the South and Southwestern United States was examined to determine perceptions of place and place qualities by institutions and individuals responsible for changing the geography of American industry over the past 60 years. Researchers sent questionnaires to 24 state and 80 city chambers of commerce throughout the South, Southwest, and border states. Results suggested a substantial difference between Southeast and Southwest in how Sunbelt boundaries and membership are perceived and indicated that the Sunbelt is not a region in the geographic sense. Ratings given 33 locational factors varied widely among different sections of the Sunbelt. The factors included quality of education; climate; recreational opportunities; low labor costs; favorable labor-management relations; skilled labor pool; dynamics of population growth; low cost of electricity, living, and land/building; favorable tax structure, community services, and pollution control laws; access to markets, resources, transportation, and metropolitan areas; and quality of natural environment. Respondents rated favorable labor-management relations the single most important factor. Other factors rated most important were access to markets and highways, quality of education, and labor conditions. Rated least important were environmental, aesthetics-climate, natural beauty, and recreation. Tables provide ratings of locational factors and respondents' maps of the Sunbelt. (LFL)

ED 278 223 FL 016 355

Mead, Richard
Communicative and Grammatical Syllabuses to Teach Conversational Skills.
PUB DATE- 83
NOTE- 14p.; In: Saltarelli, Mario, Ed. The Foreign Language Syllabus--Grammar, Notions and Functions. Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1983; see FL 016 352.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTORS- *Communicative Competence (Languages); *Conversational Language Courses; Course Content; Course Descriptions; *Curriculum Design; Difficulty Level; *English for Special Purposes; Foreign Countries; Form Classes (Languages); *Grammar; Higher Education; Oral Language; Second Language Instruction; *Structural Grammar; Teacher Role; Teacher Student Relationship
IDENTIFIERS- Communicative Approach

The application of communicative and grammatical approaches to syllabus design for conversational English for specific purposes is discussed. Each approach is examined, and applications are suggested for each at different stages of instruction, based on learner readiness and the linguistic organization of the target language variety. At the early stages of language learning, a grammar-based syllabus is recommended to provide a common frame of grammatical reference that is context-free. As the course of instruction continues and the relationship between the learner, teacher, and instructional materials changes, the teacher is encouraged to change the balance of approaches, perhaps introducing each new language topic in terms of its grammatical form but increasing the use of communicative categories. As the personal relationship between teacher and learner develops, reference to shared communicative values becomes easier and this may be reflected in the syllabus. (MSE)

ED 278 312 HE 019 992

Bok, Derek
Higher Learning.
REPORT NO.- ISBN-0-674-39175-6
PUB DATE- 86
NOTE- 206p.
AVAILABLE FROM- Harvard University Press, 79 Garden Street, Cambridge, MA 02138-9983 ($15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Curriculum; *College Instruction; Competition; Computer Assisted Instruction; Computer Oriented Programs; *Educational Change; Graduate Study; *Higher Education; Liberal Arts; Professional Continuing Education; *Professional Education; Public Service; Teacher Effectiveness; *Undergraduate Study

Factors that distinguish the United States higher education system and its performance are considered, with attention to new developments, propsects for change, undergraduate education, and professional schools (especially law, business, and medicine). The way universities change the methods and content of their teaching in response to new opportunities and needs in the outside world is explored. Some important changes taking place in higher education are discussed: the increasing use of advanced technology in teaching, the effort to develop better ways of preparing students for public service, and the growing interest in midcareer education for practitioners in many different professions. It is suggested that the competition characteristics of U.S. higher education (competition for the best students, the most advanced scholarship, the most successful scientific research, the best facilities) have helped to produce venturesome, adaptable, and varied universities. In addition to the traditional focus on program and curriculum, greater attention to improving the effectiveness of teaching and learning is emphasized. The debate over the liberal arts curriculum at the undergraduate level is considered. (SW)

Annual Evaluation Report, Fiscal Year 1986. U.S. Department of Education.

Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

PUB DATE- 86
NOTE- 351p.; Appendix is marginally legible.
AVAILABLE FROM- U.S. Department of Education, Office of Planning, Budget, and Evaluation, Planning and Evaluation Service, Room 3127, FOB-6, 400 Maryland Avenue, S.W., Washington, D.C. 20202 (limited supply).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Bilingual Education; Contracts; Educational Research; *Elementary Secondary Education; Eligibility; Federal Aid; Federal Legislation; *Federal Programs; Libraries;

*Postsecondary Education; Program Descriptions; *Program Evaluation; Special Education; Student Financial Aid; Vocational Education
IDENTIFIERS- *Department of Education

A guide to 99 programs administered by the U.S. Department of Education, covering activities as of September 30, 1986, is presented in this 16th annual report to Congress. Program profiles identify the enabling legislation, funding since 1981, the purpose of the program, and for some programs eligibility, strategies, and subprograms. Also specified for each program are: program objectives for fiscal year (FY) 1985, progress and accomplishments, costs and benefits, program effectiveness, highlights of activities, and a list of supporting studies and analyses. Any studies of the program that are planned or in progress are also listed, along with information contacts. The report covers: 21 programs under the Office of Elementary and Secondary Education (e.g., Education of Disadvantaged Children); 5 programs under the Office of Bilingual Education and Minority Languages Affairs (e.g., Transition Program for Refugee Children); 27 programs under the Office of Special Education and Rehabilitative Services (e.g., Handicapped State Grant Program); 7 programs under the Office of Vocational and Adult Education (e.g., Basic Grants to States); 24 programs under the Office of Postsecondary Education (e.g., Pell Grants); and 13 programs under the Office of Educational Research and Improvement (e.g., Territorial Teacher Training Assistance Program). For evaluation contracts active during FY 1986, information is appended on: the funding amount, brief description of the contract, the contractor's name and contract number, start and end dates, and project officer's name. An index to the 99 programs is also included. (LB)

ED 278 448 JC 870 082

Atondo, Angelo; And Others
A Study of the Puente Project: 1983-1986. Evergreen Valley College.
San Jose/Evergreen Community Coll. District, San Jose, CA.
SPONS. AGENCY- California Community Colleges, Sacramento.; California Univ., Berkeley.
PUB DATE- 86
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Affirmative Action; College English; Community Colleges; Comparative Analysis; Dropout Prevention; Educational Attainment; Educational Counseling; *High Risk Students; *Hispanic Americans; *Mentors; Program Effectiveness; School Holding Power; *Student Development; Two Year Colleges; *Two Year College Students
IDENTIFIERS- California

Puente Projects are currently operating at 10 community colleges in California to increase retention, general education requirements completion, and transfer among Hispanic community college students. Puente integrates the skills of an English teacher, a Hispanic counselor, and Hispanic professionals acting as mentors to promote academic achievement, self-confidence, and student motivation. A study was conducted at Evergreen Valley College (EVC) to determine the success rate of Puente students for the years 1983-84, 1984-85, and 1985-86; and to compare the achievement levels of Puente students enrolled in the entry level English 330 courses with those of other Hispanic students who began in English 330 during the same semester. The 3-year comparative study of 115 Puente students and 273 Hispanic counterparts yielded the following findings: (1) 89% of the Puente students completed English 330 compared to 46% of the other Hispanic students; (2) 70% of the Puente students completed English 1A, compared to 8% of the other Hispanic students; (3) Puente students completed English 1B at a rate 14 times higher than their counterparts; (4) Puente students were three times as likely to remain enrolled at EVC (53% vs. 17%); (5) all 21 of the Hispanic students who began English 330 in fall 1983 and 1984 and who had received or applied for an associate degree by fall 1985 were enrolled in the Puente Project; and (6) all 14 of the students from the original group who transferred to a four-year college were Puente students. The study report includes information on the goals and methods of the Puente Project, along with 25 tables detailing comparative findings. Appendixes include a list of Puente projects statewide, a fact sheet on the mentor role, a list of EVC mentors, a list of advisory board members, and an outline of course criteria. (Author/LAL)

ED 278 476   PS 016 269

Infants Can't Wait.
National Center for Clinical Infant Programs, Washington, DC.
PUB DATE- 86
NOTE- 15p.; For related document, see PS 016 270.
AVAILABLE FROM- NCCIP, 733 Fifteenth Street, N.W., Suite 912, Washington, DC 20005 ($5.00 plus $1.50 postage for set containing this document and "Infants Can't Wait: The Numbers").
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Childhood Needs; Developmental Disabilities; *Developmental Tasks; Disabilities; *Infants; Program Descriptions; *Program Development; Program Improvement; *Social Services; Special Health Problems; *Toddlers
IDENTIFIERS- *Child Health

This booklet reviews the developmental tasks and needs of infants and toddlers, describes the support for healthy development currently available in the United States, and documents needs which are not being met. Two major initiatives are proposed and strategies for their implementation are recommended. Proposals argue for the (1) establishment of a basic floor of integrated services for all infants and toddlers and their families and (2) expansion of comprehensive, integrated services for infants and toddlers with special health and developmental problems or disabling conditions and for their families. Key elements of the first initiative include preventive health care, a level of economic viability for families with infants and toddlers to allow for basic health and development, social support services for families of infants and toddlers, and high quality daily care for newborns and for infants and toddlers. Key elements of the second initiative include provision of basic survival needs, health care for vulnerable infants and toddlers, psychosocial support and intervention for highly stressed families, adequate therapeutic and respite care for high-risk or disabled infants and toddlers, and integrated service system approaches to families of infants and toddlers with special needs. (RH)

ED 278 491 PS 016 294

Feldman, Richard; And Others
Guidance Every Day: A Helping Manual for Early Childhood Teachers.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- ISBN-88315-627-X
PUB DATE- 85
NOTE- 122p.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston Street, Room 613, Brooklyn, NY 11201 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Books; Career Awareness; Childrens Literature; Classroom Environment; Cognitive Development; Decision Making; Early Childhood Education; Emotional Development; *Guidance Programs; Guidelines; *Individual Development; *Integrated Curriculum; Self Esteem; Social Development; *Teacher Role; Teacher Student Relationship; *Teaching Methods; *Young Children

Intended to help early childhood educators examine ways in which guidance can be infused into daily instruction, this manual aims to enable teachers to act as facilitators in the guidance process without adding a new assignment to an already busy schedule. Section A describes the integration of five guidance strands into the early childhood curriculum: developing a positive self-image; developing effective interpersonal relationships; developing understanding of emotions, feelings, and values; developing decision-making abilities; and developing career awareness. Section B provides an overview of children's development from 5 to 8 years of age. Sections C and D, respectively, describe the interactive teacher and the interactive setting. Specific attention is briefly given in section C to the ways in which attendance and job charts can function in classrooms, and the implications of learning centers for reaching guidance goals. Section E describes the integrated curriculum and provides implementation charts which show how interactive teachers have integrated the guidance strands with social studies projects for kindergarten and first- and second-grade classes. Section F briefly discusses children's books on guidance-related issues. An extensive bibliography lists books concerning families and relationships; emotions; separation; specialized areas dealing with, for example, bilingual or handicapped children; and other major issues, such as hospitalization or abduction. (RH)

ED 278 548 SE 047 712

Strategies for Exploiting American Inventiveness in the World Marketplace. Hearings before the Subcommittee on Science, Research and Technology of the Committee on Science and Technoloyg. House of Representatives, Ninety-Ninth Congress, Second Session (June 24-26, 1986).

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

PUB DATE- 86

NOTE- 364p.; No. 122. Document contains small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Economic Development; Economic Research; *Hearings; *Innovation; Inventions; *Modernization; Professional Training; Research and Development; Research Needs; Scientific Personnel; *Technological Advancement; Technological Literacy; *Technology Transfer

IDENTIFIERS- *Congress 99th

The need to ensure that the United States would become more economically competitive and would effectively translate scientific leadership into technological innovations is addressed in this report of a 3-day series of hearings on strategies for exploiting American inventiveness in the world marketplace. Testimonies are offered from representatives of the: (1) National Society of Professional Engineers; (2) National Academy of Engineering; (3) Department of Defense; (4) Harvard Graduate Business School; (5) AFL-CIO; and (6) executives from several corporations. Data and the text from the report "United States Trade Balance at a Turning Point: Can We Eliminate the Trade Deficit by 1990?" is included in the appendices. (ML)

ED 278 238 FL 016 370

Morrow, Keith
Testing Performance in Oral Interaction.

PUB DATE- 83
NOTE- 9p.; In: Savignon, Sandra J., Ed. and Berns, Margie S., Ed. Communicative Language Teaching: Where Are We Going? Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1983; see FL 016 358. Some pages contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160) Journal Articles (080)
DESCRIPTORS- Communication Skills; *Communicative Competence (Languages); *English (Second Language); Foreign Countries; *Language Proficiency; *Language Tests; *Oral Language; Second Language Instruction; Test Construction; Test Format; Test Use; Test Validity; *Verbal Tests
IDENTIFIERS- *Royal Society of Arts Examinations Board (England)

The oral interaction examination used by Britain's Royal Society of Arts for testing communicative use of English as a foreign language is described. The underlying principles of the test, its structure, administration, issues of reliability and validity, and scoring are outlined. Three components of the test itself are included. One component is a five-minute interview task and the materials on which the interview is based. The second and third components are a choice of tasks to be performed with another student and an explanation of the task to be given to a teacher. (MSE)

ED 278 298 HE 019 964

Fellows, George; And Others
Graduate Followup: B.S. Occupational Education Extension Program at Naval Submarine Base, Bangor, Washington.
Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.
PUB DATE- 5 Sep 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bachelors Degrees; *College Graduates; Communication Skills; Education Work Relationship; *Extension Education; *Extracurricular Activities; Graduate Surveys; Higher Education; Leadership Training; *Military Personnel; Occupational Mobility; Outcomes of Education; Skill Development; Specialization; *Teacher Education
IDENTIFIERS- *Southern Illinois University

Graduates of a military-base extension program at the Naval Submarine Base, Bangor, Washington, leading to a Bachelor of Science degree in occupational education were studied. Graduates are prepared to teach their occupational specialty at colleges as well as for occupational education work in government, private enterprise, and health care agencies. In addition to classes and teaching internships, the program includes an extracurricular activities program that functions as a chapter of a professional organization. Graduates were queried about: the usefulness of competencies they learned; their post-degree employment and mobility in work and graduate school; and the effect of the program on their leadership and communication skills. High percentages of graduates reported upward mobility via promotions, pay increases in current work, attainment of new employment, entry into graduate school, and entry into commissioning programs for military officers. While all graduates reported increases in leadership and communication skills, those who participated in the extracurricular activities scored significantly higher on three-fourths of the traits studied . The questionnaire is appended. (SW)

ED 278 327 HE 020 010

Kovar, Susan K.
Women Faculty Scholarly Productivity.

PUB DATE- 85
NOTE- 13p.; Paper presented at a conference on Women in Research (Iowa City, IA, September 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Faculty Development; *Faculty Publishing; Females; Grantsmanship; Higher Education; Males; *Productivity; Proposal Writing; *Research Projects; *Scholarship; *Sex Differences; Sex Stereotypes; *Women Faculty; Writing for Publication

The amount of research and publication completed by male and female faculty was compared over 3 years with a sample of 56 male and 40 female physical education faculty in the Big Ten Universities. Male faculty members published significantly more articles in unreferred journals, received significantly more reductions in teaching loads to do research, developed significantly more sources of funding for continued research, and attended more seminars designed to improve advising. Female faculty members attended significantly more seminars to improve their communication skills leading to improved teaching. Five recommendations were offered to improve the research and scholarly skills of women faculty, including: fighting stereotypic thinking and role assignments; establishing a mentor system to promote research, publication, and grant writing; and developing a network of colleagues to edit manuscripts and women editors to request them. The study also determined that women were as interested in research as the men respondents and had similar rates of tenure as men, although women had significantly lower academic rank than men in the present study. (SW)

Sepstrup, Preben; Olander, Folke
Consumer Information in the Electronic Media: Neutral Information, Advertising, Selling. Working Paper No. 4.
Aarhus School of Business Administration & Economics (Denmark).
PUB DATE- Aug 86
NOTE- 61p.; For a related report, see ED 268 981.
AVAILABLE FROM- Department of Marketing, Aarhus School of Business Administration & Economics, Ryhavevej 8, DK-8210 Aarhus V, Denmark (free).
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advertising; Behavior Theories; *Consumer Education; Databases; Developed Nations; Foreign Countries; *Information Dissemination; *Information Technology; Interviews; Literature Reviews; Media Adaptation; *Policy; *Videotex
IDENTIFIERS- *Consumer Information; *Consumer Organizations; Nordic Countries; United Kingdom; United States; West Germany

This paper presents a self-contained summary in English of the results of a research project conducted for the Nordic Council of Ministers to define problems, advantages, and disadvantages of the electronic dissemination of information for consumers, and to determine whether consumer organizations should adapt their information activities and consumer policies to suit developments in information technology. The Introduction and Chapter 1 provide background information on the project, and Chapters 2 through 6 contain detailed documentation of electronic data media--teletext, cabletext, and videotex--and other means of accessing databases, together with forecasts of future developments; the use of electronic and visual media in neutral consumer information in the United Kingdom, the United States, West Germany, and the Nordic countries; and the internal use of electronic data media by consumer organizations. The material presented is based on a comprehensive literature review and personal interviews with individuals from the above countries. Chapter 7 uses consumer behavior and communication theories to derive a series of general consumer requirements to be applied to information and advertising, and Chapter 8 presents a proposal for a Nordic consumer policy of consumer information in the electronic media. A list of persons interviewed is included, as well as a comprehensive reference list which includes works in English, Danish, French, German, Norwegian, and Swedish. (DJR)

Hicks, Ellen Cochran
Museums and Schools as Partners. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 3p.
CONTRACT- 400-85-0001
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Planning; *Curriculum Enrichment; Educational Resources; Elementary Secondary Education; Exhibits; *Field Trips; *Learning Activities; Lifelong Learning; *Museums; Realia; *Teacher Role
IDENTIFIERS- ERIC Digests

Although both museums and schools figure into a learning network that includes lifelong learning processes in both formal and informal settings, these institutions must work further on achieving common educational goals. According to "Museums for a New Century," a report published in 1984, the museum-school relationship has been marked both by success and dissatisfaction. Museum educators say that teachers view museum visits simply as field trips, rather than serious educational activities; and teachers counter that museum educators do not let them know what their institutions have to offer. To facilitate collaborative efforts between the institutions, museum educators and teachers need to establish contact and develop a fuller understanding of the nature of museum learning, how it differs from classroom learning--particularly since ideas and concepts in museums are framed differently--and how the two settings can complement each other. Visits should be planned cooperatively by museum staff and teachers when they are relevant to curricular purposes. The visits should focus on exhibits related to those purposes and follow-up classroom sessions should build on these visits. Teachers should visit museums to assess potential resources and take advantage of the expertise of museum education specialists, whose responsibilities are to assist teachers in getting the most from museums. (DJR)

ED 278 462 JC 870 098

Gardiner, Mary; Martin, Linda
Preceptorship: It Really Works!
Red Deer Coll. (Alberta).

PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Clinical Experience; Community Colleges; Foreign Countries; Internship Programs; Mentors; *Nurses; *Nursing Education; *Practicum Supervision; Professional Education; Student Experience; Two Year Colleges
IDENTIFIERS- *Clinical Preceptors

A description is provided of the development and evaluation of a preceptorship program for nursing students at Red Deer College (Alberta). Introductory remarks describing the decision to initiate a preceptorship program in January, 1982, are followed by a section discussing the need for a preceptorship program to provide senior students with opportunities in developing clinical skills and procedures. A literature review on preceptorship programs is followed by a listing of aspects of the preceptor concept considered to be advantageous to students, preceptors, and nursing personnel. Next, a preceptor is described as a nurse who is a clinical expert in his/her field, who functions as a role model and resource for the nursing student. The next section describes the steps taken by Red Deer College (Alberta) in developing its preceptorship program, which included writing a handbook on the components of the practicum course and preceptorship; hosting a tea for all involved agencies; obtaining initial feedback; developing a student/preceptor handbook; holding student meetings and workshops for preceptors; predicting problem areas; and developing a skill inventory list. The section on implementation describes the college's first preceptorship program, which began in May 1982. Finally, information about the results of evaluations of the preceptorship program is presented. (LAL)

ED 278 520 RC 016 072

Nelson, Steven R.; Hegg, Lauren

Educational Needs in Northwest Schools.

Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Jan 87
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; Cultural Awareness; *Educational Cooperation; Educational Innovation; *Educational Needs; *Educational Trends; Elementary Secondary Education;

Evaluation Needs; High Risk Students; Models; *Needs Assessment; *Program Development; Program Evaluation; Regional Laboratories; Regional Programs; Relevance (Education); Research and Development; Rural Schools; School Community Relationship; School Support; Staff Development; Technology
IDENTIFIERS- *Northwest Regional Educational Laboratory; *United States (Northwest)

This needs assessment identified six educational needs and issues of schools in the Northwest region, prioritized Northwest Regional Educational Laboratory (NWREL) areas of emphasis, evaluated research/development strategies to address these needs and priorities, and applied assessment results to NWREL program planning activities. Assessment information came from client follow-up surveys, requests for NWREL services, NWREL advisory committee input, a local education agency survey, a school improvement organization survey, and state-level school improvement agency planning meetings. Identified needs included: (1) intervention/prevention models for students at risk of school failure due to substance abuse, handicap, language, ethnicity, economic status, delinquency or other factors; (2) models for structuring school programs to better serve students, prepare them for technological change, and integrate basic skills with life skills, vocational skills, reasoning skills; (3) closer linkages between teacher education institutions and public school systems to better prepare and upgrade teachers; (4) methods to promote public awareness and local support for schools; (5) identification of characteristics of effective school administrators and development of training programs; and (6) identification and dissemination of promising educational practices among small, rural schools. Needs in NWREL priority areas included partnerships between schools and businesses/human resource agencies, teacher evaluation, professional development, school-based management, and technological awareness. (LFL)

ED 278 563 SE 047 732

Staver, John R.
The Constructivist Epistemology of Jean Piaget: Its Philosophical Roots and Relevance to Science Teaching and Learning.
PUB DATE- Sep 86
NOTE- 28p.; Paper presented at the United States-Japan Seminar on Science Education (Honolulu, HI, September 14-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; Discovery Learning; Elementary Secondary Education; *Epistemology; Experiential Learning; *Learning Strategies; Learning Theories; Philosophy; *Piagetian Theory; Science Education; *Science Instruction
IDENTIFIERS- *Constructivism; Science Education Research

The goal of this paper is to sketch the epistemological roots of constructivism, to clarify certain implications of Piaget's constructivist theory for science education, and to explicate the issues surrounding a specific research study and its replication. Constructivist epistemology is described in terms of its emergence from rationalist, empiricist, and romanticist views of knowledge. Implications for science teaching are derived from Piaget's descriptions of social, physical, and logico-mathematical experiences as sources of knowledge. A study which exemplifies the confusion surrounding constructivism is then discussed. Support is given for the use of discovery methods on the grounds that they foster the construction of logico-mathematical knowledge better than do more direct methods. Twenty-seven references are provided. (Author/ML)

ED 278 578 SO 017 486

Metzger, Devon J.
Challenging the Trend: Expanding the Social Studies Education Course.
PUB DATE- 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Curriculum; College Instruction; Education Courses; *Education Majors; Higher Education; *Methods Courses; Secondary Education; Secondary School Curriculum; *Social Studies; *Teacher Education Curriculum

A strong case can be made for increasing the hours of the social studies methods course from three to six semester hours. One of the major problems of secondary social studies classes is the unimaginative, unexciting, and predominant practice of transmitting unexamined and unquestioned facts and information to the students. Social studies education majors typically take from 45 to 60 hours of social science courses compared to 3 or 4 hours of social studies courses. This is an insufficient amount of time to help students to learn how to teach. The social studies methods course should be used to facilitate change and to help potential teachers learn current practices and concerns and learn and understand the theories that support social studies education. After years of effort, a teacher at a southern university won acceptance for a 6-hour course consisting of 2 sequential 3-hour courses. The two sets of course outlines are presented in an appendix. The first course relates to the definition and purpose of social studies education, recent research, trends and issues, and instructional approaches. The second course is designed to develop skills necessary for effective social studies classroom instruction. (KWL)

ED 278 593 SO 017 840

Schrodt, Philip A.

PWORLD: A Precedent-Based Global Simulation.

PUB DATE- Aug 86
NOTE- 48p.; Pages 22-36 contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; *Economics; *Foreign Policy; Global Approach; Higher Education; Imperialism; International Relations; Planning; *Policy Formation; *Simulation; World Affairs
IDENTIFIERS- Global Studies

A "world model" is constructed where precedent-searching is one of the primary driving mechanisms. The simulation assumes that nations in the system are utility maximizers but that they have relatively primitive decision mechanisms and that they are strongly influenced by their previous short-term successful behavior and the short-term success of other states in the system. This model of foreign policy decision-making has been heavily influenced by recent artificial intelligence studies and simulations. States in the simulation follow one of three distinct strategies to maximize growth: imperialism, militarism, or trade and, in each mode, a state can increase or decrease its level of behavior, or it can switch modes. The objective of simulation is to get away from the purely mechanistic difference equation formulations of world models while avoiding overly rational and optimizing models. Precedent-based decision-making is plausible for a goal-seeking system which, because of bureaucratic constraints, is capable of only fairly simple behaviors. The simulation uses a system vaguely characteristic of the 19th century world system with 5 large, 5 medium, and 10 small nations. The resulting behavior is generally plausible with bounded and fairly diverse activity depending on the random experimentation involved. Because of the weak bounded rationality, the system does not lock on to a single pattern of behavior based on initial conditions and so, for example, siutations exist where medium powers eventually become stronger than the initial major powers. The most common pattern is one of a combination of trade links and imperialism, with about half the minor powers being colonized and some exchange of colonies occurring through conflict. An appendix, "Key Elements of PWorld Program", and a bibliography are included. (Author/KWL)

ED 278 209 EC 191 776

Teeter, Phyllis Anne; Smith, Philip L.
Neuropsychological Assessment and Training of Cognitive Processing Strategies for Reading Recognition and Comprehension: A Computer Assisted Program for Learning Disabled Students. Final Report.
Wisconsin Univ., Milwaukee.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 12p.
GRANT- G008302986
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; *Computer Assisted Instruction; *Computer Assisted Testing; Elementary Education; Instructional Effectiveness; Instructional Material Evaluation; *Material Development; Microcomputers; *Reading Difficulties; Reading Instruction
IDENTIFIERS- *STAR Neuro Cognitive Assessment Program; *STAR Neuro Cognitive Reading Program

The final report of the 2-year project describes the development and validation of microcomputer software to help assess reading disabled elementary grade children and to provide basic reading instruction. Accomplishments of the first year included: design of the STAR Neuro-Cognitive Assessment Program which includes a reproduction of paired-letters task, a word sorting task, a verbal-interference task, and a spatial-interference task; conduct of a study to determine if subclassifications of reading disabled students utilize different cognitive strategies for processing information for verbal and non-verbal tasks; and determination of the validity of the STAR Assessment Program (in comparison to the Kaufman Assessment Battery for Children). The major second year accomplishment was development of the STAR Neuro-Cognitive Reading Program for grades 3 and 4 consisting of three separate approaches reflecting distinct cognitive processing strategies (simultaneous processing, sequential processing, and traditional processing). The program provides 30 lessons at each of the two grades for each of the three cognitive strategies. Validation of the reading program was not accomplished due to too few subjects. (DB)

ED 278 254 FL 016 393

Lee, William R.
Rivalry and Mutual Help among Teachers of Modern Languages: A TESOL Specialist's Comments and Speculations.
PUB DATE- Apr 86
NOTE- 7p.; Paper presented at the Annual Conference of the International Association of Teachers of English as a Foreign Language (20th, Brighton, England, April 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; *Competition; *Educational Cooperation; Educational Policy; Institutional Cooperation; *International Cooperation; *Language Teachers; Policy Formation; *Professional Associations; Second Language Instruction; Shared Resources and Services; Teacher Associations; *Teacher Attitudes; Testing

Teachers of English as a second language and teachers of other second languages have numerous common problems, interests, and areas of concern. They include the use of audiovisual aids, testing issues and instruments, opportunities for second language use outside the classroom, choice of teaching-learning procedures, and problems of motivation in language learning. All of these issues would benefit from greater opportunities for exchange of teaching ideas and experiences. Language teachers can help each other and their profession by improving exchanges between teacher organizations on local, national, and international levels and among language groups. Such cooperation would help to reduce unproductive rivalry that exists between language groups and would give strength to the voice of language teachers on matters of educational policy. (MSE)

ED 278 269 FL 016 415

Bottani, Norberto
Language Planning Policies in the OECD Member Countries.

PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; *Educational Policy; Equal Education; Foreign Countries; Language Attitudes; *Language Maintenance; Language of Instruction; *Language Planning; Literacy; Minority Group Influences; *Multilingualism; National Norms; Official Languages; Public Policy; Second Language Instruction
IDENTIFIERS- Organisation for Economic Cooperation Development

The member countries of the Organisation for Economic Cooperation and Development generally provide monolingual basic education, and the imposition of a common language remains one of the political and economic functions of the schools. Multilingual or bilingual education is marginal. The individual states' language policies reflect interests in preserving geographic and economic equilibrium, managing an established national cultural and linguistic community, integrating migration waves, and protecting a fully-formed national culture. The schools themselves are as resistant to the societies' existing multilingualism as are government policies, which is resulting in widespread illiteracy. Hostility toward minority languages parallels the spread of a new scientific culture in the schools. Efforts toward equal education have frequently been sabotaged by the privileged and have served to widen rather than narrow the gaps between social classes. Issues that must be addressed include the risks and difficulties of language planning, finding a balance of equality and uniformity that is not prejudicial to the integration of minorities, and combining equality with diversity. (MSE)

ED 278 284 HE 019 432

Improving University Teaching. Proceedings. International Conference (10th, College Park, Maryland, July 4-7, 1984).

Maryland Univ., College Park. Univ. Coll.

PUB DATE- Jul 84

NOTE- 338p.; Document contains small print. For other volumes in this series, see HE 019 430-431.

AVAILABLE FROM- University of Maryland, University College, University Boulevard at Adelphi Road, College Park, MD 20742 ($35.00 for four volumes).

LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Students; Burnout; College Administration; *College Faculty; *College Instruction; Cooperative Programs; *Educational Change; Educational Quality; Educational Technology; Education Work Relationship; Faculty Development; Higher Education; Humanistic Education; *Instructional Improvement; Liberal Arts; School Business Relationship; Stress Variables; Teacher Effectiveness; *Teacher Morale

Proceedings of the tenth international conference on improving university teaching are presented, along with summaries and abstracts of supplemental papers. Theme presentations and authors include: "Maintaining and Enhancing Faculty Motivation and Morale in an Era of Decline" (Martin L. Maehr); "Adapting to the Growing Presence of Adults in Universities in the United States" (Morris T. Keeton); "Towards New Concepts for Better Cooperation between Higher Education and Industry" (Jean Michel); "Liberal Education and Life after Graduation" (Robert M. Diamond); "Academic Administration for the 21st Century: The Participants and the Processes" (George Keller); and "Meeting Student Needs with Technology" (Wilbert J. McKeachie). Seminar papers and authors include: "Student Learning in the University" (Janet G. Donald); "An Investigation of the Duties of External Examiners in Higher Education in the United Kingdom" (David Warren Piper); "Need for Developing Humanistic Values in the Teaching and Learning Environment: A Paradigm Shift" (Kishore Gandhi); "Values Made Tangible: Cultural Artifacts and Humanistic Education" (Ted Bogacz); "Burnout: A Study of Stress in Academe" (Winifred Melendez, Rafael de Guzman); "Pressures of the Professoriate:

Individual and Institutional Coping Strategies" (Walter H. Gmelch); and "Ten-Year Perspective on Faculty and Staff Development" (Robert J. Menges). (SW)

ED 278 342 HE 020 030

Agreement between University of Maine and Associated Faculties of the University of Maine, Faculty Unit, July 1, 1985-June 30, 1987.

Maine Univ., Orono.; National Education Association, Washington, D.C.

PUB DATE- 1 Jul 85
NOTE- 64p.; For a related document, see HE 020 031.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Rank (Professional); *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Personnel Policy; Program Termination; Records (Forms); *State Universities; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Unions
IDENTIFIERS- Dues Checkoff; Faculty Reappointment; National Education Association; *NEA Contracts; Tuition Benefit Programs; Union Rights; *University of Maine

The collective bargaining agreement between the University of Maine and the Associated Faculties of the University of Maine, the Faculty Unit (1,200) of the National Education Association, covering the period July 1, 1985-June 30, 1987, is presented. Items covered in the agreement include: unit recognition; academic freedom; Board Association relations; association rights; meet and discuss provisions; personnel files; appointment, reappointment, and nonreappointment; academic rank; promotion and tenure and continuing contract procedures; faculty evaluation; faculty workload; responsibilities of department or other units and chairpersons; checkoff and maintenance of membership; grievance procedures; employee termination; retrenchment; position elimination; leaves; salaries and overload; retirement and insurances; tuition waivers; use of personal automobile; outside employment; office space and equipment; nondiscrimination; no strike/lockout clauses; safety and health; program transfer; and program elimination. Grievance forms are appended. (SW)

ED 278 393 IR 051 752

A Guide to the Data Resources of the Henry A. Murray Research Center of Radcliffe College: A Center for the Study of Lives. Revised edition.

Radcliffe Coll., Cambridge, MA. Henry A. Murray Research Center.

PUB DATE- Nov 85

NOTE- 351p.; For 1979 edition, see ED 194 081.

LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Archives; Data Collection; Females; *Information Centers; *Information Sources; Social Change; *Social Science Research; Statistical Data; *Womens Studies

IDENTIFIERS- *Data Sets

This listing provides information about data resources available at the Data Resources and Research Center, an archive and information clearinghouse for social science research about women's lives and social change. Descriptions of data resources are divided into three categories: (1) acquired and fully documented; (2) acquired but not fully documented; and (3) in the process of acquisition. For each data set, or study, the following elements are identified: the original focus of the study, the original investigators, the samples used, and the measures used. A shorthand coding of both the measures used in the study and the context of the measures given is provided, as is an index of all data-sets listed by the original investigator's last name in the appropriate categories. (KM)

ED 278 422 IR 051 783

Long-Range Plan for Library Services in Wisconsin, 1986-1991.
Bulletin No. 7138.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 86
NOTE- 62p.; For the plan for 1984-1989, see ED 261 683.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Cooperative Planning; Individual Needs; Library Cooperation; Library Facilities; Library Networks; *Library Services; *Long Range Planning; Position Papers; *Public Libraries; *School Libraries; *Shared Library Resources; *Statewide Planning
IDENTIFIERS- Library Services and Construction Act; *Wisconsin

This long-range plan for library services in Wisconsin is divided into five major divisions. The first covers characteristics of Wisconsin affecting library services and includes a population profile, an examination of economic indicators, and a review of trends in education. A section on the Division of Library Services highlights facets of the division's services, including the Bureau for Library Development, the Bureau for Instructional Media and Technology, the Bureau for Interlibrary Loan and Resource Sharing, contract services, state advisory bodies, major legislative activities in 1985-86, and publications. The third section lists goals for the areas of resource sharing, legal access, improving services, users with special needs, state institutions, and physical facilities; and the fourth provides detailed objectives and background information for each of the six goals. The final section focuses on the Library Services and Construction Act (LSCA) and includes general LSCA policies and procedures and LSCA projects approved for fiscal 1986. (KM)

ED 278 506 PS 016 334

Horowitz, Sandra V.
Final Evaluation of the 1985-86 After-School Program. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Jun 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *After School Programs; Community Programs; *Demonstration Programs; Elementary Education; Program Evaluation; Program Implementation; Student Attitudes; Teacher Attitudes; *Urban Schools
IDENTIFIERS- *New York (New York)

An evaluation was made of the implementation of New York City's After-School Program in 5 community school districts, involving 82 elementary schools with 7,474 children who were regularly left without direct adult supervision before and after school. After the Chapter I introduction which provides background information, an overview, and a description of evaluation procedures, Chapter II of the evaluation report details the selection criteria used for choosing schools, hiring staff members, and determining the eligibility of students for participation. It also describes characteristics of both students and staff members, discusses staff training, and describes the type of programing available in the After-School Program. Chapter III describes staff members' ratings of the goals and objectives of the program, presents attendance patterns, enumerates the strengths of the program from the perspective of the staff members, and delineates the problems experienced by staff during the 1985-86 school year. The fourth and concluding chapter presents the implications of the evaluation findings, makes recommendations for changes in the program, and highlights issues pertinent to the next annual evaluation. (RH)

ED 278 224 FL 016 356

Carroll, Brendan J.
The Implications for Testing of the Communicative Approach to Language Teaching.
PUB DATE- 83
NOTE- 11p.; In: Saltarelli, Mario, Ed. The Foreign Language Syllabus--Grammar, Notions and Functions. Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1983; see FL 016 352.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTORS- *Communicative Competence (Languages); Correlation; *Curriculum Design; Educational Research; *Educational Strategies; Foreign Countries; *Language Tests; Language Usage; Learning Motivation; Qualitative Research; Research Needs; Second Language Instruction; *Test Construction
IDENTIFIERS- *Communicative Approach

While much has been done in the application of communicative principles to second language instruction, their application to language testing has been less fruitful. Experience with language testing projects in England and other countries suggests that communicative language test design should be based on the following issues and considerations: the distinction and the connections between language and communication; the distinction between language usage and language use; the dangers inherent in too much concern for statistics, especially norm-referenced and correlational techniques; the interdependence of programs, purposes, and testing; the need for a complex, purposive, and strategic model to replace the simplistic four-skills model; the need to accommodate learner motivation and task perception to any external specification of needs; the integration of subjective and objective elements; the assessment of group as well as individual performance; the distinction between test tasks and enabling skills underlying test performance; and the need for a wide range of descriptors derived from a variety of performance criteria. (MSE)

ED 278 313 HE 019 995

Hill, Susan; Owings, Maria
Curricular Content of Bachelor's Degrees. OERI Bulletin, November 1986.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CS-86-317b
PUB DATE- Nov 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Bachelors Degrees; Business Administration Education; *College Credits; *College Curriculum; College Mathematics; College Programs; College Science; Comparative Analysis; *Credit Courses; Education Majors; Engineering; Higher Education; Humanities; *Majors (Students); Social Sciences
IDENTIFIERS- *National Longitudinal Study High School Class 1972

Courses taken for the bachelor's degrees are examined for specific majors and overall fields of study (i.e., education, humanities, social sciences, quantitative fields, and business). Analyses are based on college transcripts of 4,440 participants in the National Longitudinal Study of the High School Class of 1972. Majors in quantitative fields and the humanities took 60% of their coursework in their major fields; social science majors took 50%; business majors, 33.3%; and education majors, 30%. At least half of the credits earned by all baccalaureate students were in general education courses. The following average number of credits were earned to fulfill bachelor degree requirements in the different fields; 129 credits by graduates in quantitative fields, 125 credits by humanitites majors, 122 credits by social science majors, 126 credits by business majors, and 130 credits by education majors. Included are tabular data on the average number and percent of credits for specific courses taken for bachelor's degrees by students' major field of study. Differences among graduates with specific majors are also examined. (SW)

ED 278 408 IR 051 767

Cotter, Gladys A.; Hartt, Richard W.
Integrated Bibliographic Information System: Integrating Resources by Integrating Information Technologies.
Logistics Management Inst., Bethesda, MD.
SPONS. AGENCY- Defense Technical Information Center (DOD), Alexandria, VA.
REPORT NO.- AD-A157-700; DTIC/TR-85/8
PUB DATE- May 85
NOTE- 11p.; Paper presented at the National On-Line Conference (New York, NY, May 6-8, 1986). For related documents, see ED 275 335-336 and IR 051 765-769.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Bibliographic Utilities; Design Requirements; Government Libraries; *Information Retrieval; Library Automation; Library Networks; Online Catalogs; *Scientific and Technical Information; *Shared Library Resources; *Systems Development; User Needs (Information)
IDENTIFIERS- Bibliographic Data Bases; Defense Technical Information Center; Gateway Systems; *Integrated Bibliographic Information System (DoD)

The Defense Technical Information Center (DTIC), an organization charged with providing information services to the Department of Defense (DoD) scientific and technical community, actively seeks ways to promote resource sharing as a means for speeding access to information while reducing the costs of information processing throughout the technical library community. To achieve this goal, DTIC is sponsoring the development of an integrated bibliographic information system (IBIS). The system prototype, which has been under development since April 1983, will be used to demonstrate the concept of an integrated library system combined with an intelligent gateway capable of simultaneously querying and updating more than one heterogeneous bibliographic database (catalog) using a common command language. A discussion of the project includes the project background; DoD library environment; development approach; information processing concepts and technologies investigated and selected for implementation in the prototype system; and issues underpinning system implementation. Considerations for the future include devising an acquisition strategy, developing a standard or common set of index terms and controlled subject terms for shared cataloging and retrieval; developing a microcomputer-based version of the IBIS; and expanding the number of databases that can be accessed and queried using the common command language. (Author/KM)

Smith, Nanette J.
Organizational Models of Successful Advancement Programs.
PUB DATE- Dec 86
NOTE- 32p.; Paper presented at the Annual Conference on Advancing Two-Year Institutions of the Council for the Advancement and Support of Education (3rd, Alexandria, VA, December 9-11, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; Community Colleges; *Fund Raising; *Institutional Advancement; *Organizational Effectiveness; Organizational Objectives; *Private Financial Support; Program Administration; Surveys; Two Year Colleges

A study was conducted to determine the organizational factors that were consistent with the success of two-year colleges in obtaining private financial support. Informal telephone surveys were conducted with 15 community colleges with successful endowment and fund-raising programs to gather information about organizational structures and factors promoting or inhibiting success. Top-rated considerations in college development were the involvement, attitude, and access of the college's chief executive officer; the reputation of the institution; the structure and activity of the board; and the talents of the development officer. Although the majority of the advancement offices used the centralized "Line Model" of organization and included a broad range of advancement activities among their functions, many operations succeeded well using the "Staff Model" and decentralizing traditional functions over several institutional areas. Study findings as well as guidance found in the literature provide support for the following management principles: (1) the chief advancement officer must report to the president of the institution; (2) the president must be accessible, available, and active and enjoy the advancement role; (3) a strong, active and carefully selected board of trustees is necessary to the functioning of the development effort; (4) a strong, positive institutional reputation is essential; and (5) a talented and energetic advancement officer is critical. Information on the endowment market values of two-year institutions, annual gift support, organizational models, and survey findings are appended. (EJV)

ED 278 492 PS 016 295

Elementary School Program Planning Guide.
California State Dept. of Education, Sacramento. Office of School Improvement.

PUB DATE- 86
NOTE- 40p.
AVAILABLE FROM- California State Department of Education, 721 Captiol Mall, P.O. Box 944272, Sacramento, CA 94244-2720 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Criteria; Curriculum Guides; *Educational Improvement; *Educational Planning; Educational Quality; Elementary Education; *Elementary School Curriculum; Formative Evaluation; *Organization; Standards; State Programs
IDENTIFIERS- *California

This guide was developed to provide assistance and direction for members of local school communities as they plan to improve instructional programs for students. Supplemented by a resource handbook, the guide is designed for teachers, parents, administrators, and support staff members in schools receiving funding through the following programs: (1) School Improvement Program; (2) State Compensatory Education Program; (3) ECIA, Chapter 1; (4) Bilingual/Bicultural Education Program; (5) Gifted and Talented Education (GATE) Program; (6) Miller-Unruh Reading Program; and (7) Staff Development Program. While the basic process for program planning remains the same, this guide has been changed significantly from previous planning guides and reflects the curriculum renewal effort currently under way in California.

Included in the guide are four chapters which focus, sequentially, on revitalizing the elementary school program, organizing the planning process, preparing to write the school improvement plan, and writing the school improvement plan. The guide also provides a description of a generic planning process, and a description of the major features of a school improvement plan. Illustative examples of the main features of school program planning are incorporated throughout this guide. Appended materials provide school planners with a tool to use in assessing the results of their planning efforts. (RH)

ED 278 534 SE 047 594

O'Brien, Thomas C., Ed.; Goldenhersh, Barbara, Ed.
Seedbed, Numbers 1-26, 1979-1986.
Southern Illinois Univ., Edwardsville. Div. of **Education.**
PUB DATE- 79
NOTE- 2,82[illegible]p.; Published 3 or 4 times per year. Drawings may not reproduce well.
AVAILABLE FROM- Editor, Teachers' Center Project, Southern Illinois University at Edwardsville, Room 1120, Building II, Edwardsville, IL 62026-1122 ($2.50 per issue).
LANGUAGE- English
EDRS Price - MF26 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Cognitive Processes; Educational Games; Elementary Education; *Elementary School Mathematics; Geometric Concepts; International Educational Exchange; *Learning Activities; *Mathematical Enrichment; *Mathematics Instruction; Number Concepts; Problem Solving; *Teacher Developed Materials; *Teaching Methods

This compilation consists of 26 consecutive issues of the journal "Seedbed," published from February 1979 through July 1986. Each issue contains articles written by teachers for teachers. "Seedbed" is an outcome of the Teachers' Center Project at Southern Illinois University at Edwardsville. It is designed to be neither scholarly nor trivial. Each issue is a collection of teachers' ideas thought to be worth sharing with other teachers as "seedlings," helping teachers to construct a point of view toward the intellectual growth of children or promoting children's thoughtful probing of mathematical ideas. (MNS)

ED 278 549 SE 047 713

Guerrero, Frank; Eisler, Judith
Staff Development Program in Mathematics, Science, and Computer Science Evaluation Report 1985-86. OEA Evaluation Report. Final Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Dec 86
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Science; Computer Software; Educational Assessment; Elementary Secondary Education; *Inservice Teacher Education; *Mathematics Education; Program Evaluation; *Science Education; *Staff Development; Workshops
IDENTIFIERS- New York (New York)

This evaluation focused on staff development activities in mathematics, science, and computer science in New York City schools during 1985-86. Workshops for mathematics teachers and supervisors were designed to help participants implement new curricular mandates. Participants rated the training positively and felt it would be useful and had prepared them to assist peers. Follow-up training provided help in lesson and homework planning and test development; again reactions were positive. Science workshops providing an overview of specific science curricula and teaching and classroom management techniques were rated highly. Eight courses focused on the elementary science curriculum, emphasizing a hands-on, discovery approach. Workshops were also given on new science curricula for high school science supervisors, including training on the evaluation and use of computer software. Most participants considered the training appropriate, but the follow-up requirement was not well understood or not feasible. Use of the Gateway Environmental Study Center was noted, plus provision for hiring science coordinators or laboratory specialists. Workshops on computers, a computer conference on latest trends, and training on computer equipment maintenance were provided, with positive reactions. Five recommendations are included. (MNS)

ED 278 579 SO 017 497

Ediger, Marlow
What Is Amish in Old Amish Education.
PUB DATE- 87
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Amish; Cultural Background; *Cultural Isolation; Educational Experience; Elementary Education; Farmers; *Rural Farm Residents; Rural Youth; *Young Farmer Education
IDENTIFIERS- Amish (Older Order)

The Old Order Amish society is unique among diverse Mennonite sects. Their traditions and simplicity of lifestyle are evident in their manner of dress, non-mechanized farming practices, and rejection of electricity or running water in their homes. In an Old Order Amish education, children are taught the "four R's:" reading, writing, arithmetic, and religion, designed specifically for use within their culture. Responsibility for work is also an essential ingredient in Amish education since an Old Order Amish child has more work to do than a child on a modern farm. The lack of modern farming practices provides opportunities for many chores for the children. Old Order Amish education emphasizes caring for others and sharing one's goods and services. All age groups participate in barn raisings for other families and contribute to the farm and household work if an Amish member is ill or dies. Religious beliefs are the heart of Amish education. The entire social fabric is based on Biblical teaching. (APG)

ED 278 239   FL 016 371

Freed, Barbara F.
Proficiency in Context: The Pennsylvania Experience.
PUB DATE- 83
NOTE- 26p.; In: Savignon, Sandra J., Ed. and Berns, Margie S., Ed. Communicative Language Teaching: Where Are We Going? Urbana, Language Learning Laboratory, University of Illinois at Urbana-Champaign, 1983; see FL 016 358.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- *College Second Language Programs; *Competency Based Education; Curriculum Design; Faculty Development; *French; *Graduation Requirements; Higher Education; *Language Proficiency; Material Development; Pass Fail Grading; Program Development; *Program Effectiveness; Program Length; Second Language Instruction
IDENTIFIERS- *University of Pennsylvania

The University of Pennsylvania's foreign language requirement self-study resulted in re-evaluation of the existing language program. It revealed that most freshmen were not exempted from college second language study by standardized test scores and that the university's required courses were not producing the desired results. These findings suggest that a requirement based on length of study was inadequate. As a result, language departments established language proficiency requirements for graduation in place of course requirements. The French department adopted performance standards for oral interaction, listening comprehension, reading comprehension, writing, and culture at four levels that include specific skills and a specified standardized test score. Two years' experience with the revised language requirement has affected the university's language- learning environment in a variety of ways. Faculty involvement in program design and policy formation has increased, as has faculty time required for organizational work. Teaching assistants have become more realistic about student achievement goals and have gained a better sense of what constitutes a well-taught course. Greater awareness of curriculum design has stimulated development of methods and materials throughout the language program. Finally, although quantitative data concerning student achievement is not yet available, pass/fail enrollment data suggest a positive effect on student learning. The American Council on the Teaching of Foreign Languages provisional proficiency guidelines and their proposed scale for French 4 proficiency are appended. (MSE)

ED 278 255 FL 016 394

What Is Linguistics? ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 4p.
CONTRACT- 400-86-0019
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Applied Linguistics; Definitions; Information Sources; *Language Research; *Linguistics; *Psycholinguistics; *Sociolinguistics; *Structural Analysis (Linguistics); Structural Grammar; Traditional Grammar; Transformational Generative Grammar
IDENTIFIERS- ERIC Digests

Linguistics is the study of human language, and has several major divisions: formal linguistics, sociolinguistics, psycholinguistics, and applied linguistics. Formal linguistics is the study of grammar, or the development of theories about how language works and is organized. Within formal linguistics there are three major schools of thought: traditional, structural, and generative/transformational grammar. The principal areas of study within the field are phonetics, phonology, morphology, syntax, and semantics. Sociolinguistics is the study of language as a social and cultural phenomenon, and includes the study of language variation, language and social interaction, language attitudes, and language planning. Psycholinguistics is the study of the relationship between linguistic and psychological behavior, including first and second language acquisition, the relationship of language and cognition, and the processes by which humans store and retrieve linguistic information. Applied linguistics is concerned with the use of linguistic research findings for the solution of practical problems and for innovation in everyday language matters such as language teaching, literacy education, development of grammars and alphabets for unwritten languages, lexicography, legal matters involving language, and speech synthesis and recognition. (MSE)

Comments from the Community. Working Papers and Testimony before the ACR 3 Committee on Educational Opportunities and Services for Students with Disabilities in California. Report 86-23.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Jul 86
NOTE- 146p.
AVAILABLE FROM- California State Postsecondary Education Commission, Publications Office, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); Accountability; *Ancillary School Services; Articulation (Education); College Admission; College Preparation; *College Students; Community Colleges; *Disabilities; Educational Assessment; Educational Opportunities; Financial Support; Hearings; Higher Education; Program Evaluation; *Public Colleges; Public Policy; *Statewide Planning; Technical Education
IDENTIFIERS- *California

The achievement of educational opportunity goals for the disabled in California is addressed in this report, which includes three brief working papers prepared for regional hearings and written testimony provided by 30 individuals. Included is the text of Assembly Concurrent Resolution (ACR) 3, which directed the California Postsecondary Education Commission to establish a committee of representatives from schools, colleges, and universities to develop and adopt a plan by the end of 1986 to achieve three equal opportunity goals. The goals for the disabled concern admission to public four-year colleges, completion of vocational technical programs or transfer from community colleges to four-year colleges, and completion of baccalaureate programs. Titles of the working papers are: "Ways of Improving the Academic Preparation of Disabled Students in Secondary Schools if Underpreparation Results from Their Disability," "Financing Services for Disabled Students," and "Evaluation and Accountability." (SW)

ED 278 328 HE 020 011

Davis, Char W., Ed.; Small, LaVeta T., Ed.
Carolina View, Vol II, 1986.
South Carolina Univ., Columbia. Div. of Student Affairs.
PUB DATE- 86
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Adult Students; *Alcoholic Beverages; Black Students; College Housing; College Planning; Conferences; Drinking; *Governance; Graduate Study; *Higher Education; High Risk Students; Internship Programs; Learning Theories; Nontraditional Students; Parent School Relationship; Student Organizations; *Student Personnel Workers; Teacher Student Relationship; Trustees; Work Experience Programs
IDENTIFIERS- Converse College SC; Health Promotion; South Carolina; *University of South Carolina

Diverse issues in higher education are addressed in 19 articles. Titles and authors are as follows: "2001: Formulation of a Vision" (Kenneth L. Schwab); Trustees' Roles and Student Issues" (Davis Powers); "What Do Students and Faculty Talk about When They Eat Meals Together?" (John H. Schuh, Neal Edman); "Student Development: Health Promotions Efforts" (Marilyn M. Buck); "Guess Who's Coming to Graduate School?" (Jean Mahaffey); "The Dare of the 80's: Learning Potential" (Carolee Cameron); "The Underprepared Student: In Need of a Champion" (Theodore R. McClure); "University-Student Alcohol Use: Quantity-Frequency Scores and Psychosocial Variables" (Joseph N. Ososkie); "Governing Institutions of Higher Education Dialogue" (Harry M. Lightsey, Jr., Fred R. Sheheen, Othniel H. Wienges, Jr., Char W. Davis, LaVeta T. Small); "The USC Campus Alcohol Policy: A Lawyer's Perspective" (Kenneth W. Gaines); "Student Affairs and Academic Affairs: Bridging the Gap" (John N. Gardner); "Student Internships at Converse College: Linking Faculty with Career Services" (Joe Ann Lever); "The Recognition of Student Organizations: Is There a Right Way?" (Novella R. Fortner, Jerry T. Brewer, Donna M. Null); "Measles Immunization Management: A Computer-Assisted Model" (W. W. Carothers, Audrey B. Rhodes); "'Parent's Press': Involving Parents in the Education Process (Kevin J. Kaczynski); "Impact of Housing Operated Conference Centers on Student and Administrative Budgets" (Cynthia L. Steele); "Reflections of an Adult Learner" (Lucy Quinn); "Blacks in College" (Marshall C. Grigsby, Michael Nettles, Joan C. Baratz); and "Student Affairs: Activity Traps or Planful Development?" (Debora A. Ritter). (SW)

ED 278 394 IR 051 753

Blackie, Edna
Statistics for Librarians. Presentation of Data. Final Report to F.E.U.
Newcastle upon Tyne Polytechnic (England).
SPONS. AGENCY- Further Education Unit, London (England).
REPORT NO.- R-P-121-PICKUP
PUB DATE- Jun 84
NOTE- 100p.; For related document, see IR 051 754.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Costs; *Course Content; *Course Evaluation; *Distance Education; Fees; Foreign Countries; Higher Education; *Library Education; Part Time Students; Pilot Projects; Professional Continuing Education; Questionnaires; *Statistics
IDENTIFIERS- *Newcastle upon Tyne Polytechnic (England)

This report describes the development of a distance learning curriculum package designed to teach the skills of presenting, analyzing, and evaluating statistical information to middle-management-level librarians and information officers. Originally developed by the School of Librarianship and Information Studies at Newcastle upon Tyne Polytechnic because of problems encountered by librarians in obtaining time off from work to attend short courses or pursue a degree on a part-time basis, the full-scale course now lasts for 13 weeks, and a certificate is awarded upon its completion. The project development process is outlined, research methodology is explained, project funding is considered, and further developments are discussed. It is concluded that the project has demonstrated the possibility of developing a distance learning course in data presentation and has established a model that can be used in other subject areas in librarianship and other fields. The following information is included in five appendices: (1) an outline of the course; (2) individual unit evaluation form; (3) pilot course final evaluation form; (4) Interim Report to the Further Education Unit (FEU); and (5) the September 13, 1983 (full-scale) course evaluation form. (KM)

ED 278 449 JC 870 083

Study of Part-Time Instruction.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jan 87
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Community Colleges; Educational Quality; Faculty College Relationship; Faculty Workload; Nontenured Faculty; *Part Time Faculty; *Personnel Policy; State Surveys; *Teacher Characteristics; Teacher Employment; Teaching Load; Two Year Colleges
IDENTIFIERS- *California

The purpose of a study conducted by the Chancellor's Office of the California Community Colleges (CCCs) was to examine current policies and practices regarding the use of part-time faculty in the CCCs, faculty characteristics, implications for instructional quality, and policy options. The study involved a review of existing literature; data analyses; a survey of California community colleges regarding current practices with respect to part-time faculty; a comparison of survey results with those from a 1981 study; and a survey of community colleges in other states. Study findings included the following: (1) part-time faculty were often hired for their specific knowledge, to provide staffing flexibility, to teach odd-hours and off-campus, and because they are paid less than full-time faculty; (2) 39 of 106 colleges provided part-time faculty with limited reemployment rights; (3) most of the colleges' noncredit instruction was provided by part-time faculty, along with one-third of the class hours of credit instruction; (4) part-time faculty were younger and more often female than were full-time faculty; (5) two of every five full-time faculty members and nearly all part-time faculty responding to the 1981 survey had jobs outside the college; (6) all states responding to the Chancellor's survey indicated that their local colleges required some sort of out-of-class activity of their part-time faculty; and (7) evidence regarding differences in the quality of instruction provided by full- and part-time faculty was inconclusive. The study report includes a section on policy considerations which begins by reviewing prior (1978) policy recommendations and goes on to discuss policy options with reference to part-time faculty status, use, workload, support, evaluation, and compensation. The survey instruments, with summaries of findings, are appended. (LAL)

ED 278 463 JC 870 101

La Perla, Joann

Order, Chaos and Gentle Revolutions: A Brief and Personal History of ESL Instruction for Immigrants.

PUB DATE- 25 Oct 86
NOTE- 25p.; Paper presented at Union County College's conference, "Literature and the Immigrant Experience" (Cranford, NJ, October 25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- Adult Education; *Adult Students; Community Colleges; Educational Change; Educational History; *English (Second Language); *Immigrants; Limited English Speaking; *Second Language Instruction; *Second Language Learning; Second Language Programs; Student Characteristics; *Teaching Methods; Two Year Colleges

An overview is provided of the history of English as a second language (ESL) instruction, including a discussion of second language acquisition and the characteristics of ESL instructors and students. The first sections provide an overview of the major language learning methodologies that have been most often associated with the adult as a second-language learner in general and an ESL learner in particular. Discussions are presented of the history, use, and problems associated with: (1) the first methods of second language learning, which involved memorization of verb conjugations, translations of passages, and reading and writing of language rules; (2) the audio-lingual method (ALM) of teaching second languages, which replaces the focus on writing and reading with an attempt to teach aural-oral language skills; and (3) methods introduced by Caleb Gattegno and Charles A. Curran, which stress the process of language learning and the psychological dynamics involved. Next, the paper focuses on the changing role of the adult learner in the ESL setting, including material on the role of the language instructor. A discussion of the relationship between linguistic, sociolinguistic, and psycholinguistic concerns leads into a description of functional/notional instructional approaches to syllabus design and a review of methods of personalizing ESL instruction. Finally, major changes in ESL instruction over the past two decades are summarized and considerations for the future are explored. (EJV)

Infants Can't Wait: The Numbers.
National Center for Clinical Infant Programs, Washington, DC.
SPONS. AGENCY- Foundation for Child Development, New York, N.Y.; Harris (Louis) and Associates, Inc., New York, N.Y.
PUB DATE- 86
NOTE- 48p.; For related document, see PS 016 269.
AVAILABLE FROM- NCCIP, 733 Fifteenth Street, N.W., Suite 912, Washington, DC 20005 ($5.00 plus $1.50 postage for set containing this document and "Infants Can't Wait").
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Accidents; Adoption; Birth; Birth Weight; Child Abuse; Child Neglect; Congenital Impairments; Day Care; Demography; Divorce; Drug Use; Early Childhood Education; Early Parenthood; Employed Parents; Failure to Thrive; Family Characteristics; *Family Environment; Foster Care; *Health Services; *High Risk Persons; Infant Mortality; *Infants; Mental Health; National Surveys; Prevention; Tables (Data); *Toddlers
IDENTIFIERS- *Child Health

Data in this document provide information about American children from the beginning of their lives until their fourth birthdays. Compiled largely from federal government sources, the statistics document the birth of infants, the circumstances of their families, the risks to life and health they face in the first years of their lives, the family and community environments in which they develop, and the sources of health care available to them. Varying enormously in depth and in detail, the data with few exceptions are no older than 1980. An introductory summary sketches in broad strokes a group portrait of the nation's youngest children. Section I provides birth statistics and indicates characteristics of child-bearing families. Section II, focusing on infants at risk, concerns congenital malformations, low birth weight, adolescent mothers, exposure in utero to stimulants and drugs, failure to thrive, mental health, behavioral or psychosocial disorders, child abuse and neglect, accidents, and mortality. Section III focuses on working parents and child care, poverty, nutrition, environmental poisoning, divorce and custody, and foster care and adoption. The final section, Section IV, concerns prenatal health care and nutrition, acute and preventive health care for infants and toddlers, and mental health services. (RH)

ED 278 564 SE 047 733

Jacobson, Willard
The United States Science Curriculum Case Study.
PUB DATE- Sep 86
NOTE- 19p.; Paper presented at the United States-Japan Seminar on Science Education (Honolulu, HI, September 14-20, 1986). Shaded graph on page 5 may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Elementary School Science; Elementary Secondary Education; Government School Relationship; Inservice Teacher Education; Preservice Teacher Education; *Science Curriculum; Science Education; *Science Instruction; *Science Teachers; *Secondary School Science; *Teacher Education; Teaching Methods

In this paper, the status and structure of science education in the United States are reviewed and summarized in six major sections. These include: (1) an introduction (placing science education in the context of the school system as a whole and noting the government's role, administration and funding, school types, external examination policies, national plans, and pressures for reform); (2) aims and objectives of science education (identifying four categories of goals); (3) curriculum development and content (examining patterns found in science curriculum programs); (4) teacher education (reviewing the status of pre-service, pre-service science, and in-service science education); (5) science teaching (reporting on current teaching patterns, teaching methods, student assessment systems, supervisory practices, and professional science associations); and (6) other topics (describing the status of and/or practices related to laboratory facilities, equipment and materials, talented students, special groups, computers, and out-of-school science opportunities). Thirty-four footnotes are appended. (ML)

ED 278 594 SO 017 866

Shaver, James P.
Scholarship in Social Education: Issues from an Empirical, Meta-Analysis Research Perspective.
PUB DATE- 86
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of the Social Studies (66th, New York, NY, November 14-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Course Content; *Educational Research; Higher Education; *Information Dissemination; Research Methodology; *Research Problems; *Social Science Research; Social Studies; Teacher Education

This paper focuses on the lack of productive knowledge-building in social education research by raising issues related to the place of scholarship in the field, the nature of its goals, and whether empirical-scientific research can be carried out to meet those goals. Attention is drawn to the limits of educational research based on untenable assumptions about human behavior so that more fruitful perspectives on the role of research may be developed and so that future research undertakings may be more likely to produce knowledge to inform and sensitize decision-makers. The paper also examines the following topics: (1) teachers' lack of access to research findings and the limited use of such findings; (2) the contradiction between two goals of research: the desire to help practitioners and the desire to contribute to the body of scientific knowledge; (3) the appropriateness of the empirical-scientific approach in building knowledge; and (4) how meta-analysis fits into the research picture. (KWL)

ED 278 270 FL 016 428

Armstrong, Marianne; And Others

Expressions of Social Conventions and Language Features in Arabic, German, Japanese and Korean and Their Importance in a Proficiency Oriented Classroom.

PUB DATE- Nov 86
NOTE- 46p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (20th, Dallas, TX, November 21-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Arabic; Class Activities; Classroom Techniques; *Cultural Education; *Culture Contact; Eye Contact; German; Group Dynamics; *Idioms; *Intercultural Communication; Japanese; Kinesthetic Methods; Korean; Language Proficiency; Language Usage; Military Training; *Nonverbal Communication; Postsecondary Education; Role Playing; *Second Language Instruction; Uncommonly Taught Languages
IDENTIFIERS- *Defense Language Institute CA

Teachers of Arabic, German, Japanese, and Korean at the Defense Language Institute describe classroom activities that have proven effective in preparing their adult, military language students for contact with another culture. Cultural awareness and understanding of the culture's sociolinguistic features are emphasized because of their importance in communication with natives and in determining the student's reception in a foreign country. An American living in an Arab, Japanese, or Korean culture must be familiar with the behavior unique to the country in order to survive. When cultural differences are less obvious, as in German culture, factors affecting communication may be quite subtle but are equally important. Idioms (including proverbs and other sayings) and gestures are highlighted because of their usefulness to individuals with a limited command of the language. (MSE)

ED 278 507 PS 016 335

Second Grade Class Size Reduction Program Classroom Implementation, 1985-86. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Sep 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Class Size; Grade 2; *Instruction; Primary Education; Program Evaluation; *Staff Development; Surveys; *Teaching Experience; *Urban Schools
IDENTIFIERS- *New York (New York)

The Office of Educational Assessment of the New York City public schools conducted an evaluation of an initiative aiming to reduce the average size of second-grade classes from 29 to 25 students. Information about class size was provided by the Office of the Auditor General. In addition, field staff observed classes and interviewed teachers in a randomly selected sample of 133 second-grade classrooms. This report provides information on class size, teacher experience, instructional program, and staff development activities. Among the findings was that the average second-grade classroom was reduced in size to 25 students, according to program guidelines. It was recommended that staff development for teachers should include strategies for reducing the instances of activities which involve no productive learning for students (such as waiting, classroom management, etc.), and should include techniques for working with students for whom English is a second language. (RH)

ED 278 521 RC 016 073

Anderson, Margaret A.; Kleinsasser, Audrey M.
Beliefs and Attitudes of Rural Educators and Their Perceived Skill Levels in Using Curriculum Models for the Education of Gifted Learners.
PUB DATE- Oct 86
NOTE- 38p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Faculty Development; *Gifted; *Inservice Teacher Education; *Mainstreaming; *Rural Education; Rural Schools; School Districts; Small Schools; Special Education; Stereotypes; *Teacher Attitudes; Teacher Qualifications; Teaching Methods
IDENTIFIERS- *Kansas; Teacher Needs

A year-long study investigated the perceptions, attitudes, and beliefs of rural educators concerning gifted learners and their educational needs. Participants were all K-12 teachers (43) and administrators (3) in a single, rural southeastern Kansas school district serving 518 students. During the study, conducted in school year 1985, teachers attended inservice sessions related to gifted education and completed a series of surveys and questionnaires which dealt with perception of myths associated with gifted education, attitudes toward gifted education, and knowledge of teaching models for gifted education. Findings of the myths survey indicated that these rural educators held to virtually none of the myths, which included the idea that gifted education cannot occur in the regular classroom; both elementary and secondary teachers clearly believed that gifted students can be served in the general classroom. Teachers were interested in curriculum design for gifted learners but reported little knowledge of teaching models associated with gifted education. These results suggest that curriculum development is a crucial need of rural educators, particularly in states where gifted education is a legislative mandate. (JHZ)

ED 278 595 SO 017 879

Semonche, John E., Ed.

Religion and Law in American History. Church, State and the First Amendment: A North Carolina Dialogue.

North Carolina Univ., Chapel Hill.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 85
NOTE- 135p.; Prepared under the auspices of the Program in the Humanities and Human Values. For related documents, see SO 017 880-881.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Churches; *Civil Liberties; Civil Rights; *Constitutional History; Government Role; *Religion; *Religious Differences; Religious Factors; State Church Separation; *United States History

This two-part anthology contains a series of background readings on church-state issues designed to provide primary materials through which North Carolinians can better understand the religion clauses of the First Amendment. Part 1 gives historical and philosophical background in four chapters: (1) "God's Country: Perception or Presumption?"; (2) "Near the Beginning: Should God's Realm Be Separated from Man's?"; (3) "The Rights of Man and Other Bases for Religious Liberty: A Practical Accommodation or a Moral Imperative?"; and (4) "The Constitutional Foundation: What Did the Religious Clauses Mean?" Part 2 describes the legal experience in four chapters numbered sequentially from part 1: (5) "The Basic Cases: What Limits Do the Religion Clauses Place Upon the States?"; (6) "Free Exercise of Religion: How Much Room Should Government Allow?"; (7) "School Prayer and Financial Assistance: What Tends To Establish Religion?"; and (8) "Historical Exceptions: Does Custom Equal Constitutionality?" Each chapter contains readings and questions for discussion. A list of suggestions for additional reading is included. (KWL)

ED 278 610 SO 017 951

White, Charles S.
The Role of the Secondary Social Studies Curriculum in Developing Technological Literacy.
PUB DATE- Feb 87
NOTE- 14p.; Paper presented at the National Science, Technology, Society Conference (2nd, Washington, DC, Feburary 6-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Curriculum Development; Decision Making; Economics Education; Global Approach; History Instruction; Law Related Education; Participation; Secondary Education; Secondary School Curriculum; Social Problems; *Social Studies; Sociology; *Technological Literacy

"Literacy" is a hot buzzword for schools today. This is evident from the number of "literacies" that are making claims on the traditional subject-matter territory of the pre-college curriculum. Typically, each subject area of the school is asked to play a role in the achievement of these "literacies." Such is the case with "technological literacy" and the social studies curriculum. Focusing on the secondary curriculum only, this paper examines whether social studies should play a role in the development of technological literacy, and whether social studies is equipped to play a role in the development of technological literacy, specifically at the secondary level. The former task requires the formulation of a defensible rationale for social studies becoming involved in such a literacy effort, given the fundamental purposes of social studies education. The latter requires the design of a curricular framework within which the social studies' role may be most effectively performed, consistent with the content and methods of social studies education at the secondary level. After describing this framework, the paper concludes that the development of technological literacy is consistent with the purposes of social studies education and that the framework proposed should sharpen students' awareness not only of current social impacts of science and technology but also of issues arising from now unforseen scientific achievements and new technologies. (AA)

ED 278 625 SP 028 465

Brooks, Douglas M.
Programmatic Teacher Induction: A Model for New Teacher Professional Development.
Richardson Independent School District, TX.

PUB DATE- 86
NOTE- 7p.; For related documents, see SP 028 466-467. Prepared for the Richardson Independent School District's New Teacher Induction Program (Richardson, Texas).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Program Development; School Districts; *Staff Development; *Teacher Morale; Teacher Motivation; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction

The rationale behind a new teacher induction program is that the primary personnel objective of any organization is to attract the most qualified personnel and move them, as quickly as possible, toward performance competence and personal satisfaction within their professional assignment. This transition is particularly important for new teachers, as they frequently know little about the school districts to which they have applied for work. Programmatic teacher induction is an attempt to increase the probability of a successful transition from training to employment. Unfortunately, many of the existing programs do not train prospective teachers adequately for the experiences they will encounter on their first assignment. The structure of any successful induction program should be guided by the assumption of dramatic gaps and differences in the training, experiences, and levels of competence of inexperienced first-year teachers. The content of such programs should be multi-dimensional and should cover instructional and managerial needs, evaluation procedures of the school district, and curricular objectives. The most important aspect of such programs should be the attention paid to teacher motivation and support to help the new teachers adjust to and succeed in their work environment. (CB)

ED 278 641 SP 028 539

Abel, Frederick J.; And Others
Enhancing the Effectiveness of Cooperating Teachers.
PUB DATE- 17 Feb 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (67th, Houston, TX, February 15-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Observation Techniques; *Cooperating Teachers; Elementary Secondary Education; Feedback; Higher Education; *Inservice Teacher Education; *Student Teachers; Teacher Certification; Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement; *Teacher Student Relationship

The area of concern addressed in this paper was the effectiveness of the cooperating teacher in the student teaching process. It was felt that the cooperating teachers were not providing enough formal observational feedback to student teachers in the area of methodology. This paper describes a workshop to respond to that stated concern. It was designed to be a one credit, field-based course which could be carried to cooperating teachers using a Friday evening and all day Saturday format. The outcome was to have cooperating teachers understand how the student teaching experience could be a culmination of the knowledge and skills learned during the years spent in teacher preparation. Components of the workshop included research findings on effective teaching, designing and using an observation instrument, conferencing and feedback and a series of idea exchanges. It is our hope that, in the future, only those teachers who have completed the workshop will be allowed to work with our student teachers. It will serve as a basis for certification of cooperating teachers. (Author)

ED 278 657 SP 028 568

Barrett, Joan
The Evaluation of Teachers. ERIC Digest 12.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 4p.
CONTRACT- 400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Interviews; Minimum Competency Testing; Peer Evaluation; Self Evaluation (Individuals); Student Evaluation of Teacher Performance; *Teacher Evaluation
IDENTIFIERS- ERIC Digests

The public views teacher evaluation as a major problem in the school system today. State legislatures, aware of the concern, want to mandate more effective evaluation. Common methods for evaluating teachers have been ineffective, such as measurement tests of teacher characteristics, student achievement test scores, and rating of teachers' classroom performance. Some research has been done to improve the evaluation process, but teacher assessment, in general, remains unorganized. This digest provides information about evaluation types, criteria, methods, procedure, and successful evaluation strategies. (JD)

Building Drug-Free Schools. An Educator's Guide to Policy, Curriculum, & Community Consensus.

American Council for Drug Education, Rockville, MD.

REPORT NO.- ISBN-942348-19-2
PUB DATE- 86
NOTE- 178p.
AVAILABLE FROM- The American Council for Drug Education, 5820 Hubbard Drive, Rockville, MD 20852 (Guides $50.00; Film $275.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Involvement; *Curriculum Development; *Drug Education; *Educational Resources; Elementary Secondary Education; Films; *Instructional Materials; *Policy Formation

This is a comprehensive guide to developing a school-based K-12 drug prevention program. It is comprised of three booklets: (1) Policy--how to construct and implement a workable school drug policy; (2) Curriculum--complete and age-appropriate learning activities for students containing essential drug information and information on developing a school-wide K-12 curriculum; and (3) Community Consensus--outlines specific techniques for all members of a community to reinforce the drug-free message. A film is also available featuring descriptions of how the goal of a drug-free school can be achieved. These materials were developed from an 18-month national research project by the American Council for Drug Education. (JD)

ED 278 688 TM 870 105

Two Years after High School: A Capsule Description of 1980 Sophomores. Contractor Report.
National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-86-206
PUB DATE- Sep 86
NOTE- 88p.
CONTRACT- OE-300-82-0273
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cohort Analysis; Computer Literacy; *Databases; Employment Experience; Family Characteristics; *Followup Studies; Goal Orientation; *Grade 10; High Schools; Longitudinal Studies; Military Service; National Surveys; *Outcomes of Education; Postsecondary Education; Profiles; Voting
IDENTIFIERS- *High School and Beyond (NCES)

This report provides a general overview of the activities and experiences of the high school sophomores of 1980, using information from High School and Beyond's (HS&B) base-year, first follow-up (1982), and second follow-up (1984) surveys. It contains a summary of descriptive information about 1980 sophomores two years after leaving high school--their educational, vocational, socioeconomic, and familial status, and their plans and attitudes. The report demonstrates the wealth and depth of the data and presents some illustrative findings from the preliminary analyses. The remainder of the material, Chapters II through V, is organized into five topical areas. Chapter II provides an overview of what 1980 sophomores were doing in the spring of 1984; Chapter III describes their education experiences (equivalent diplomas for dropouts, enrollment in postsecondary education, field of study, and financing); Chapter IV, their labor force experiences (employment status, type of job, and earnings); Chapter V, their experiences with electronic equipment, their voting behavior, and their life goals. Appendices contain: (1) the HS&B data files available for public use; (2) the 26 classification variables used to define subgroups for analysis; and (3) technical notes on the sample design and data quality. (LMO)

ED 278 702 TM 870 119

Gottfredson, Denise C.; And Others
School Climate Assessment Instruments: A Review.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 86
NOTE- 255p.; An earlier version of this paper was presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). Small print in Tables 5 through 8.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *Educational Environment; Elementary Secondary Education; *Measurement Techniques; Psychometrics; Questionnaires; Rating Scales; *School Effectiveness; Surveys; *Test Reliability; *Test Reviews; *Test Validity
IDENTIFIERS- Test Content

In order to collect the necessary information on various practices and devices used in school climate assessment, 22 of the 39 school improvement projects mentioned in the Miles and Kaufman directory of effective schools programs were selected for a survey. A questionnaire was used to collect the primary data. Each program was asked for copies of the climate assessment devices used in the project. The 22 projects used a total of 82 instruments. Each project used 1-12 instruments with a mean number of 3.8 per project. Every project surveyed teachers, 14 surveyed administrators, 9 surveyed other school staff, 12 surveyed parents, and 12 projects asked students about their perceptions of the school. This report summarizes the content of the item groupings in the projects' assessments, general characteristics of the instruments, utility of the information yielded, and the psychometric properties of the instruments used by the programs. Twenty instruments in 11 projects met the criterion of face validity, and their characteristics, including costs, are described in more detail. It is concluded that while reliable, valid, practical measures of dimensions of school organization and composition exist, they exist amidst an ocean of measures whose characteristics are unknown. Appendix A provides summaries of all the school climate assessment instruments with the following information: instrument title and project number, author(s), institution, availability, intended purpose, reliability information, validity information, scoring, content, strengths and weaknesses, and general comments. The study's data collection form and the coding scheme used to code scale content are also appended. (JAZ)

ED 278 716 TM 870 146

Marsh, Herbert W.
Multidimensional Self Concepts: Do Positively and Negatively Worded Items Measure Substantively Different Components of Self.

PUB DATE- 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Rating Scales; *Construct Validity; Correlation; Foreign Countries; Higher Education; High Schools; Multiple Regression Analysis; Personality Assessment; *Self Concept; *Self Concept Measures; Significant Others; *Test Construction; *Test Items; *Test Theory; Weighted Scores
IDENTIFIERS- Australia; *Self Description Questionnaire

The purpose of the present investigation was to develop a construct validity approach for testing whether the separation of positive and negative item subscales is substantively meaningful in self-concept research. Results from three published studies using the Self Description Questionnaire (SDQ) III were reanalyzed. The SDQ III measures 13 distinct areas of self-concept and half of the items are negatively worded. In the reanalyses, no support was found for differentially weighting responses to positive and negative item subscales for any of the scales. Differential weighting produced little or no improvement in the prediction of self-concepts inferred by significant others (Study 1), in the short-term stability of responses (Study 2), in the consistency of responses across split-halves of each set of items (Study 3), or in the prediction of mathematical and verbal achievement (Study 3). The lack of support for the separation of positive and negative item subscales for reliability-like criteria such as stability and internal consistency suggests that support is unlikely for any validity criteria. Because scales constructed with negatively and positively worded items are a special case of the more general bipolar rating scale, the methodological approach has broad applicability for personality research. (Author/JAZ)

ED 278 729 UD 025 293

District-Wide Multi-Year Status Report on High School Level Dropout Measurement for Years Ending June 30 of 1981, 1982, and 1983.

Sacramento City Unified School District, Calif.

PUB DATE- Nov 84

NOTE- 12p.; Some tables contain small, light print. For a related document, see UD 025 292.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)

DESCRIPTORS- Academic Failure; *Academic Persistence; Attendance; Continuation Students; *Dropout Characteristics; *Dropout Rate; Dropout Research; Educational Trends; *Enrollment; High Schools; *High School Students; Out of School Youth

IDENTIFIERS- *Sacramento City Unified School District CA

This report is a summary of dropout rates for the 1980-81, 1981-82, and 1982-83 school years. From 1980 to 1983, dropout rates at individual schools ranged from 4.1 percent to 15.5 percent at regular high schools, 15.6 percent to 40.7 percent at continuation schools, and 12.1 percent to 50.3 percent in independent study programs at continuation schools. Dropout rates increased at all high schools. Two out of the three years between 1980 and 1981, the junior class had the largest percentage of total dropouts. The senior class has experienced a steady increase in dropout rates and has realized the largest gain in percentage points. Sophomores had the greatest decrease and freshman the lowest rate. Total dropout rates for Hispanics, Blacks, and American Indians exceeded the district-wide average enrollment for their respective groups from 1980-83. But dropout rates for these ethnic groups appear to be decreasing. Asian and white total dropout rates have remained below their district-wide average enrollment, but have realized a gain in total dropout rates over the three-year period. The dropout rate for males, though higher than for females, has decreased 2.5 percent since 1980, while the female rate has increased by the same percentage points. (PS)

ED 278 744 UD 025 322

Improving the Health Status of Native Hawaiians, and for Other Purposes. Select Committee on Indian Affairs. Senate, Ninety-Ninth Congress, Second Session (October 6, 1986).

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

REPORT NO.- Senate-R-99-532 -
PUB DATE- 6 Oct 86
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- Allied Health Occupations Education; *Attrition (Research Studies); Federal Legislation; *Federal Programs; *Hawaiians; *Health Conditions; Health Programs; Medical Care Evaluation; *Medical Services; *Outreach Programs; Pacific Americans; *Public Health Legislation
IDENTIFIERS- Congress 99th

The purpose of U.S. Senate Bill S. 2243 is to improve the health status of native Hawaiians through the authorization of programs designed to provide a comprehensive health promotion and disease prevention system of services for them. The Select Committee on Indian Affairs reported on the following points, including pertinent statistics: (1) historical background of Hawaii; (2) higher proportion of mental and social problems among native Hawaiians than the overall population in Hawaii; (3) poorer physical health, lower life expectancy, and greater risk of serious illness among native Hawaiians; (4) inaccessible medical services because of financial and cultural barriers; (5) poorer nutrition and dental care; and (6) negative impact on Hawaiians of the western economic, social, political and educational system. The special legal relationship existing between the Federal Government and native Hawaiians is analyzed. A section-by-section analysis of S. 2243 is included. (PS)

ED 278 758 UD 025 338

Hearne, Jill T.
Mathematics and Science Equity: Do You Have It? How Do You Get It?
Washington Office of the State Superintendent of Public Instruction, Olympia. Office for Equity Education.
PUB DATE- Jan 86
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Achievement; Affirmative Action; Elementary Secondary Education; Enrollment; *Equal Education; Females; *Mathematics Education; *Science Education; *Sex Bias; *Sex Differences
IDENTIFIERS- *Washington

This report on sex equity in mathematics and science education focuses primarily on the situation in Washington State schools. The report is divided into eight sections. Section I explains why the problem is an equity issue: Despite progress in other areas, girls continue to lag behind boys in enrollment and achievement in mathematics and science courses, an indication that biases remain. Section II reviews research in this area and observes that, while girls' interest in mathematics declines as they advance in schools, there is much evidence suggesting that this decline is due to purely environmental factors. Section III provides statistical data on Washington students; girls and boys exhibit equivalent achievement in elementary grades, but questions of equity arise in relation to minority and female enrollments in mathematics and science courses at the secondary level. Section IV presents a form for the use of educators and school administrators in assessing the extent of the problem in their institutions. Section V outlines strategies for change. Section VI summarizes the implications for educators considering intervention efforts. Useful resources are listed in Section VII, and worksheets for district use are provided in Section VIII. (KH)

ED 278 596 SO 017 880

Livingston, James C., Ed.
Religion and Government in Other Countries. Church, State and the First Amendment: A North Carolina Dialogue.
North Carolina Univ., Chapel Hill. Program in the Humanities and Human Values.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 85
NOTE- 155p.; For related documents, see SO 017 879-881.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Churches; Civil Liberties; Civil Rights; *Constitutional History; Culture; *Foreign Countries; Global Approach; Government Role; Relationship; *Religion; *Religious Cultural Groups; Religious Differences; Religious Factors; *State Church Separation; United States History
IDENTIFIERS- Anglican Church; Catholic Church; Germany; Iran; Islam; Israel; Lutheran Church; Orthodox Jews; Separatism; United Kingdom; United States

This anthology provides an introduction to a variety of theories about and historical types of church-state relations, past and present. It provides foreign models against which citizens can judge the strengths and weaknesses of U.S. constitutional arrangements. The analysis looks at Catholicism, Islam, Lutheranism, Calvinism, Judaism, and the Protestant "Free Church" tradition within the nine chapters: (1) "A Comparative Look at Church-State Relations"; (2) "The Theocratic Ideal"; (3) "The State Church"; (4) "The Roman Catholic Position and Its Development"; (5) "A Distinction between the 'Two Kingdoms'"; (6) "The Case of Israel: A State Poised between Secular Democracy and Theocratic Law"; (7) "Separationism: The Witness of the Free or Believers' Church"; (8) "Separationism: Examples from Some Modern Secular States"; and (9) "Cooperation of Church and State: The Example of Education in Europe." Following each chapter are readings, questions for discussions, and suggestions for further reading. (KWL)

ED 278 611 SO 017 952

Smith, Robert Charles; Lischin, Stevi
The Culturally Fluent Leader of the Twenty-First Century.
PUB DATE- Sep 86
NOTE- 33p.; Paper presented at the Annual Meeting of the International Association of University Presidents (Seoul, Korea, August 31-September 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Communication; Cross Cultural Studies; *Cross Cultural Training; *Cultural Awareness; Cultural Differences; Global Approach; *Intercultural Communication; *Leadership Styles; *Leadership Training

Increased global interdependence will be the dominant feature of the 21st century. This increased relatedness among the world's cultures and nations will require close intercultural linkages which are often fragile and full of hazards. If the 21st century is to experience a greater sense of planetary community, rather than increased tensions and conflict, nations will need culturally fluent global leaders. These leaders will work internationally in academic, corporate, government, or other settings. They will help people with vastly different underlying assumptions, experiences, values, and beliefs to work well together. This future global leadership will need to respond cross-culturally to major worldwide trends, such as the increasing flow of information, proliferating technology, and shifting belief patterns. A pyramid of culturally-fluent leadership is presented, which offers an agenda for the different skill and knowledge areas in which the culturally-fluent leader must be proficient. The pyramid base, self-understanding, is a foundation for learning other cultures, guiding ideas, perspective and vision, communication and empathy, technical and professional skills, process skills, and leadership abilities. Some areas for potential culturally-fluent leadership programs include schools, universities, corporate classrooms, international community building, training programs, and future-responsive learning. (Author/APG)

ED 278 626 SP 028 466

Hirsh, Stephanie; Brooks, Douglas M.
New Teacher Induction Model. An Implementation Guide.
Richardson Independent School District, TX.
PUB DATE- 86
NOTE- 34p.; For related documents, see SP 028 465-467.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Role; *Beginning Teachers; Elementary Secondary Education; *Program Implementation; School Districts; *Staff Development; Teacher Administrator Relationship; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction

The primary features of the Richardson Independent School District's (Richardson, Texas) New Teacher Induction Program are: (1) a "New Teacher Inservice Day" specifically designed to meet the needs of entry-level teachers; (2) a weekly meeting between beginning teachers and the building principal; and (3) professional seminars throughout the school year focusing on topics relevant to beginning teacher needs. The program concentrates on the managerial and instructional needs of new teachers. This manual delineates the program implementation procedure, describing the roles of principals, consultants, and other staff in guiding the program. Suggestions for creating a mentoring climate, weekly principal meetings, and principal and consultant follow-up sessions are included. Schedules and evaluation forms for the New Teacher Inservice Day are presented along with announcements and schedules for new teacher seminars. (CB)

ED 278 642 SP 028 542

Lydecker, Ann M.
Community Youth Program: A Model for Providing Field Experiences for Pre-Student Teachers.
PUB DATE- 17 Feb 87
NOTE- 18p.; Paper presented at the National Conference of the Association of Teacher Educators (67th, Houston, TX, February 15-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; Enrichment Activities; *Field Experience Programs; Higher Education; *Preservice Teacher Education; School Community Relationship
IDENTIFIERS- Gustavus Adolphus College MN

A Saturday morning youth program was developed by Gustavus Adolphus College (Minnesota) for the purpose of providing field expereinces for pre-student teaching elementary education majors. Children from the community attend enrichment classes in social studies and science, taught by teams of students from the college of education. One objective of the program is to provide a teaching environment where elementary education majors can relate theory to practice under the direct supervision of their instructor. Concepts of instructional theory are developed in a concrete manner and students in these methods classes learn to teach within a meaningful, realistic context, using the many different resources which surround them and a variety of teaching strategies. The student teaching teams are responsible for planning, implementing, and evaluating a series of inquiry-based lessons related to particular science or social studies topics. This paper describes the program and discusses the reasons for its success, its contributions to the teacher education program at the college, and how it can be easily replicated in other communities. (JD)

ED 278 658 SP 028 569

Barrett, Joan

Evaluation of Student Teachers. ERIC Digest 13.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 4p.
CONTRACT- 400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Evaluation Criteria; *Evaluation Methods; *Evaluators; Higher Education; Preservice Teacher Education; *Student Teacher Evaluation; Student Teaching
IDENTIFIERS- ERIC Digests
Public criticism of teachers has put pressure on teacher educators to prepare their students better. Any process to strengthen teacher education programs must include a careful study of student teaching since it is usually the final education course taken by students and the most influential field experience in a teacher education program. Many teacher education programs use student teaching as the primary exit evaluation of student competencies. Yet factors such as questionable measurement instruments and untrained evaluators prevent effective evaluation. This digest discusses the purpose of student teacher evaluation, criteria, measurement tools, evaluators, and elements of success. (JD)

ED 278 675 TM 860 736

Lytle, Susan L.; And Others

Literacy Theory in Practice: Assessing Reading and Writing of Low-Literate Adult.

Pennsylvania Univ., Philadelphia. Literacy Research Center.
PUB DATE- Apr 86
NOTE- 65p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Development; *Adult Literacy; Adults; Cooperative Programs; Educational Assessment; Individual Characteristics; Interviews; *Literacy Education; Literature Reviews; Longitudinal Studies; Needs Assessment; *Program Evaluation; Reading Skills; *Research Design; Social Cognition; Writing Skills
IDENTIFIERS- *Adult Literacy Initiative; University of Pennsylvania

This paper presents the preliminary results of a short-term longitudinal study of the impact of literacy instruction on the lives of 76 adults enrolled in a literacy program at the Center for Literacy in Philadelphia. It begins with an extensive review of literature on literacy, adult literacy and adult literacy assessment. It describes the Initial Planning Conference, a structured interview, which was designed to collect information relevant to the adult's perceived needs and interests. The preliminary findings are presented under the following topics: (1) Who comes for literacy instruction?; (2) Why do adults seek literacy instruction? How do they expect it to affect the quality of their lives?; (3) What do they say they can already do with reading and writing?; (4) What are their strategies for coping with others' expectations that they read and write?; (5) What types and uses of print are they aware of in their environment? What do they use and for what purpose?; (6) What are their perceptions of the processes of reading and writing?; (7)How well do these adults read and write?; and (8) what strategies do they use in dealing with print? How do these adults cope with difficulties in reading and writing? Appendices include a demographic summary for those interviewed, their age and education distributions and their responses to the picture reading task. Four pages of references conclude the document. (JAZ)

ED 278 689 TM 870 106

Marsh, Herbert W.
The Factorial Invariance of Responses by Males and Females to a
Multidimensional Self-Concept Instrument: Substantive and
Methodological Issues.

PUB DATE- 1 Mar 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Correlation; *Factor Analysis; *Factor Structure; Foreign Countries; *Goodness of Fit; Grade 5; Intermediate Grades; Mathematical Models; Research Methodology; *Self Concept; *Self Concept Measures; Sex Differences
IDENTIFIERS- Australia; *Self Description Questionnaire

The purposes of this study are to examine the factorial invariance of responses by preadolescent males and females to a multidimensional self-concept instrument, and to demonstrate the use of confirmatory factor analysis (CFA). Sets of responses by 500 males and by 500 females were each randomly divided in half to form four groups (M1, M2, F1, and F2). The factorial invariance of an a priori structure demonstrated the replicability of the structure across the random split halves (M1 and M2, and F1 and F2), and the generality of the structures across opposite-sex comparisons (M1 and F1, and M2 and F2). Additional a posteriori structures that better fit the data were derived on the basis of the initial analyses, but the estimated values of the new parameters were not strictly invariant across either random split halves or opposite-sex comparisons. This suggests that some of the improved fit was illusory and due to capitalizing on chance. However, all opposite-sex comparisons demonstrated the invariance of factor loadings and factor correlations for a priori and a posteriori structures. A three-page list of bibliographical references and the tabulated data follow the report. (Author/JAZ)

ED 278 717 TM 870 147

McLean, James E.; Chissom, Brad S.

Multivariate Analysis of Ipsative Data: Problems and Solutions.

PUB DATE- Nov 86
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Correlation; *Error of Measurement; Factor Analysis; Measurement Techniques; *Multivariate Analysis; Personality Measures; *Q Methodology; *Regression (Statistics); *Research Problems
IDENTIFIERS- *Ipsative Measurement

The term "ipsative" refers to measurement based on intra-individual comparisons. The research literature in the social sciences contains many cautions about using ipsative data in multivariate analysis. The purpose of this paper is to identify the problems associated with the multivariate and regression analyses of ipsative data and to provide recommendations for avoiding these problems. Ipsative scales have been mainly employed by researchers in the area of personality measurement, vocational choice, and the assessment of values and attitudes where the scale values are interrelated. Due to this interrelatedness of the scales, many problems can arise when multivariate and/or regression analysis procedures are used to analyze the data obtained from ipsative measurement. Such an analysis would produce a singular correlation or covariance matrix that cannot be inverted. The results of the analysis can be inflated or deflated relationships that are artifacts of the forced distributions. While counselors, clinical psychologists, and other clinicans may have valid uses for ipsative measures, these same measures may not be appropriate for research purposes where multivariate and regression analyses are used. This study recommends that multivariate or regression analysis should not be performed on data obtained with ipsative measurement. Other alternatives are to use normative rather than ipsative measurement, or to reduce the interrelatedness of the scales by deleting one of the ipsative scales or adding a normative scale. (JAZ)

ED 278 730 UD 025 297

Cook, Stuart W.

Reactions to Helping and Being Helped in Interracial Cooperative Groups: Effects on Respect and Liking for Group Members.

PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Group Behavior; *Group Dynamics; Helping Relationship; Racial Attitudes; *Racial Factors; Social Science Research
IDENTIFIERS- *Helping Behavior

Recipients of help often show less liking for their helpers than for others who do not provide help, presumably because the recipient is left with feelings of lowered self-esteem and unfulfilled indebtedness to the donor. Three-person interracial teams were presented with a series of problems in the course of managing a simulated business. One was the research subject; a young, white male from a region in which racial prejudice is frequently encountered. The two other team members were experimental confederates, one white and one Black. The research subject was exposed to one of three receipt-of-help conditions: (1) receiving help from a teammate who provided it voluntarily; (2) receiving help from a teammate instructed to provide help; or (3) receiving no help. Race of the helping teammate and success or failure of the team were also considered. Respect and liking for teammates who helped voluntarily was significantly greater than that for teammates in the no-help condition. Respect and liking for an instructed helper was at an intermediate level. Reactions to the three helping conditions did not differ significantly with respect to race of helping teammate or success or failure of the team. (Author.LHW)

ED 278 745 UD 025 323

Escutia, Marta M.; Prieto, Margarita
Hispanics in the Work Force, Part I.
National Council of La Raza, Washington, D.C.
PUB DATE- Aug 86
NOTE- 57p.; For Parts II and III, see UD 025 324-325.
AVAILABLE FROM- National Council of La Raza, 20 F Street, NW, Second Floor, Washington, D.C. 20001 ($3.50; all three parts, $7.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- *Demography; Educational Attainment; *Federal Programs; *Hispanic Americans; *Labor Force; Poverty; *Public Policy; Underemployment; *Unemployment; Wages

Because of low educational levels, a disproportionately high unemployment rate, and low earnings, Hispanics hold a precarious position in the labor market. The low level of educational attainment in the Hispanic community is the single most important determinant in lack of success. Hispanic men are underrepresented in managerial/professional occupations and overrepresented in categories of operators/fabricators and laborers. In addition to low earnings, unemployment and underemployment remain chronic problems among Hispanics, causing poverty to remain a serious problem. Unemployment has been and will continue to be a key item on the nation's public policy agenda for coming years. Policies of the Federal government which address the educational and employment crisis faced by Hispanics are examined in this document, especially the Comprehensive Employment and Training Act and the Job Training Partnership Act. Employment and training policies must address hard-core structural unemployment, the unemployment level which never disappears despite progress made during an economic recovery. To enable Hispanics and other minority groups to make their full contribution in the future and ensure a trained work force which can meet the future demands of the U.S. economy, human investment partnerships must develop to include public, private, and community sectors. Tables and bar graphs are included. Bibliographic citations are provided in 27 endnotes and in a list of 10 additional employment and training resources. (LHW)

ED 278 759   UD 025 339

Byerly, Carolyn
Sexual Assault: Guidelines for Intervention by Educators.
Washington Office of the State Superintendent of Public Instruction, Olympia. Office for Equity Education.
PUB DATE- Apr 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; *Child Abuse; *Intervention; *Legal Responsibility; *Sexual Abuse; *Teacher Role; Victims of Crime
IDENTIFIERS- *Washington

This guide explains the role of educators in dealing with cases of child sexual abuse. It provides general information on the causes and consequences of the problem, suggests ways of assisting children more effectively, and explains educator's legal requirements under Washington State law for reporting child abuse. Child sexual abuse is a general term that encompasses many forms of physical and non-physical sexual exploitation. Like adult rape victims, abused children may exhibit either an "expressed" or a "controlled" emotional reaction. The effects may be visible immediately or long after the occurrence. The indicators for each child's sexual abuse may vary with the age of the child and the child's emotional make-up (a number of indicators are listed). Procedures for questioning a child who may have been abused, and for reporting a case to the proper authorities, are suggested. General facts about sexual abuse are outlined, and the implications for educators of theories about the roots of child sexual abuse are discussed. (KH)

ED 278 703 TM 870 129

Moreland, Kevin L.; And Others
Test Purchaser Qualifications: Present Practice, Professional Needs, and a Proposed System. Issues in Scientific Psychology.
American Psychological Association, Washington, DC. Scientific Affairs Office.
PUB DATE- Jul 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Testing; Ethics; *Evaluation Methods; Models; Professional Associations; Psychological Testing; *Qualifications; Questionnaires; Standards; Testing Problems; Testing Programs; *Test Selection; *Test Use; Test Validity
IDENTIFIERS- *American Psychological Association; *Test Publishers

Three papers are included in this document. The first, "An Introduction to the Problem of Test User Qualifications," by Kevin L. Moreland, is a short history of the American Psychological Association (APA)/American Educational Research Association (AERA)/National Council on Measurement in Education (NCME) Working Group on Test User Qualifications. The mission and objectives of the group, and the political and practical issues surrounding it are discussed. The second paper, "Establishing Test Purchaser Qualifications: Present Practices and Future Needs," by Gary J. Robertson, reviews the catalog and order fulfillment procedures of 13 major U.S. test publishers in order to determine the types of information required to establish individual purchaser qualifications. It advocates the establishment of a new system with four specific characteristics for evaluating purchaser qualifications. The third paper, "Test Purchaser Qualifications: A Proposed Voluntary System Based on Test Ethics," by Lorraine D. Eyde and Ernest S. Primoff, represents the work of the Test User Qualification Working Group of the Joint Committee on Testing Practices. It also describes a history of the APA's concern with test ethics and test user qualifications, the research conducted by the Working Group, and the preliminary elements of a model voluntary test purchaser system which may be adapted by test publishers. (JAZ)

ED 278 597 SO 017 881

Gunn, Giles, Ed.
Church, State and American Culture. Church, State and the First Amendment: A North Carolina Dialogue.
North Carolina Univ., Chapel Hill. Program in the Humanities and Human Values.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 85
NOTE- 110p.; For related documents, see SO 017 879-880.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Churches; Civil Liberties; Civil Rights; *Constitutional History; Culture; Government Role; Relationship; *Religion; *Religious Cultural Groups; *Religious Differences; State Church Separation; *United States History

The anthology focuses on some of the different ways people in the United States and others have interpreted the relation between First Amendment provisions and religious freedom. The book is organized into six chapters, each suggestive of a different framework of ideas or terms: (1) political, (2) legal, (3) comparative, (4) theological, (5) cultural and historical, and (6) ideological. The different readings reflect perspectives from which people have addressed problems involving the relationship between religion in the United States and the U.S. government. Each chapter contains questions for discussions. (KWL)

ED 278 627 SP 028 467

Brooks, Douglas M.
Richardson New Teacher Induction Program. Final Data Analysis and Report.

Richardson Independent School District, TX.

PUB DATE- Sep 86
NOTE- 27p.; For related documents, see SP 028 465-466.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Program Effectiveness; School Districts; *Staff Development; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Motivation; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction

The Richardson Independent School District's (Texas) New Teacher Induction Program was evaluated by surveying teachers at three different times throughout the induction year. The three primary features of the program--a new teacher inservice day, a weekly meeting with principals, and professional seminars--were evaluated. Evaluation data also included videotapes of and interviews with the new teachers. Teachers reported that the first inservice day was professionally motivating and enhanced their professional competence. Teachers also reported positive perceptions of the district, reduced isolation, and sustained perceptions of professional competence as consequences of the weekly meetings. Classroom management and curriculum organization seminars were perceived as most helpful. Overall, the progam appeared very successful in meeting its goal of helping beginning teachers adjust to professional teaching in the school district. (CB)

Morrison, Harriet B.
Teacher Education for Moral Leadership.
PUB DATE- 31 Oct 86
NOTE- 22p.; Paper presented at the American Educational Studies Association Meeting (Pittsburgh, PA, October 31, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ethical Instruction; Higher Education; Human Dignity; Individual Development; *Moral Development; *Moral Values; Personal Autonomy; Social Cognition; *Teacher Education; Values Education

With a renewed national emphasis on education, its teachers, and their influence, the moral aspect of teacher leadership has surfaced. It is logical to infer that teacher education, its programs, aims, and strategies would powerfully impact the kind or lack of moral leadership demonstrated by its graduates. To gain perspective, morality is defined and described. Education as a moral force as well as moral education are considered. The school as a moral community and the teacher's role are considered. Autonomy as a conceptual theme is related to the rational, aesthetic, and affective aspects of teacher education and their impact on the development of morally aware and sensitive graduates. Twelve implications for teacher education are given. (Author)

ED 278 659 SP 028 570

Schumacher, Sally; Rommel-Esham, Kathryn
Evaluation of a Collaborative Teacher Education Program: Planning and Development of School-Based Preservice and Inservice Teacher Education. Phase IV.
Virginia Commonwealth Univ., Richmond.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond.
PUB DATE- Oct 86
NOTE- 164p.; For Phase III, see ED 268 119.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College School Cooperation; Educational Cooperation; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; *Program Development; *Program Implementation

The Richmond City Public Schools-Virginia Commonweath University Collaborative Teacher Education Program (CoTEEP) is a collaborative integration of preservice and inservice teacher education. Phase IV of this program (1985-1986) planned and developed collaboration in school-based preservice education and continued prior collaboration in inservice education. This study presents both qualitative and quantitative findings related to the themes of the concept of teacher development and program ownership, and assesses the collaborative planning, school-based teacher education activities, inservice teacher education, and perceptions of the developing program by preservice teachers. Chapter one describes the concept of collaboration and school-based inservice teacher education in the teacher education literature and analyzes the innovative aspects of the project from this framework. Chapters two and three present the findings on collaborative planning and development of school-based teacher education activities. Chapters four and five present the assessment of the workshop-seminar series and the graduates' perceptions of the collaborative program. Chapter six describes CoTEEP dissemination and Phase V planning. A summary of 1985-86 accomplishments and implications for Phase V are stated in chapter seven. Six pages of references are provided; the appendices provide numerous survey forms used in the study. (Author/JD)

ED 278 731   UD 025 300

Reville, Eugene T.
Buffalo Public Schools Action Plan.
Kingdom House, St. Louis, Mo.

PUB DATE- 26 Aug 86
NOTE- 220p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Students; Boards of Education; *Desegregation Effects; *Desegregation Plans; Dropouts; Educational Finance; Elementary Secondary Education; Equal Education; Suspension
IDENTIFIERS- *Buffalo Public Schools NY

This report discusses improvements in Buffalo, New York, public schools since 1976, the first year of a court-ordered desegregation plan. Problems, solved and ongoing, are identified and programs addressing them are described. Recommendations are offered for further advancement, and projections about the future of Buffalo schools are also discussed. Following a preface and introduction, which describe central concerns and summarize findings and recommendation, the report is divided into 12 sections dealing with the following topics: (1) dropouts; (2) attendance; (3) testing patterns; (4) enrollment; (5) awards; (6) magnet schools; (7) staff development; (8) parent involvement; (9) suspensions; (10) meeting the needs of handicapped students; (11) improving school quality; (12) improving the school itself; and (13) fiscal management. Since 1976, despite serious budget limitations, Buffalo schools' desegregation programs have improved black students' scores in reading and mathematics. But significant problems remain--further integration is required and black children still are disproportionately represented in suspension and dropout statistics. Also provided are profiles of various elementary and high schools illustrate a variety of school improvement programs. (KH)

ED 278 760 UD 025 340

Byerly, Carolyn M.
Media and Sexism (An Instructional Manual for Secondary School Teachers).
Washington Office of the State Superintendent of Public Instruction, Olympia. Office for Equity Education.
PUB DATE- Oct 85
NOTE- 81p.; Printed on colored paper. Photographic material and portions of journal reprints will not reproduce clearly. Figures 1-3 were not included in the publication.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advertising; Females; *Feminism; High Schools; Learning Activities; *Mass Media; *Mass Media Effects; Popular Culture; Pornography; Sex Bias; *Sex Stereotypes

This manual presents background information and teaching activities for secondary school instruction on the relationship of sex roles and the media in American society. Section I provides background for teachers by defining basic terms, presenting a brief history of the mass media, and discussing why media are thought to play a strong role in perpetuating sex role stereotypes. Fifteen magazine advertisements are included and analyzed. Section II presents five secondary school student lesson activities on these questions: (1) What are the media? (2) What is sex role stereotyping and where does it appear in familiar media form? (3) How does advertising perpetuate sex role stereotyping? (4) How can we stop sex role stereotyping? and (5) Additional (optional) activities. Section III provides supplementary readings on sex role problems in the media including reprints of articles from several feminist, legal, and business journals, a selected bibliography, and a list of other resources. (KH)

Standards for Evaluation of Instructional Materials with Respect to Social Content. 1986 Edition.

California State Dept. of Education, Sacramento. Curriculum Framework and Textbook Development Unit.

PUB DATE- 86
NOTE- 15p.
AVAILABLE FROM- California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($2.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Age Discrimination; Attitudes; *Change Strategies; *Cultural Images; *Cultural Pluralism; Elementary Secondary Education; Ethnocentrism; Expectation; *Instructional Materials; Labeling (of Persons); *Minority Group Influences; Racial Identification; Religious Cultural Groups; *Role of Education; Role Perception; Sex Stereotypes; Social Change; Social Discrimination; Stereotypes
IDENTIFIERS- California Education Code

The California Legislature recognized the significant place of instructional materials in the formation of a child's attitudes and beliefs when it adopted "Educational Code" sections 60040 through 60044. The "Education Code" sections referred to in this document are intended to help dispel negative stereotypes by emphasizing people in diverse, positive, and contributing roles. However, "Education Code" sections 60040 through 60044 do not include any references to age, disability, brand names, or nutrition. The standards in these areas represent policies of the State Board of Education and as such must also be considered by those who review for compliance. Policy areas are identified by date of Board approval instead of statutory code sections. Particular coverage is given to Male and Female Roles; Ethnic and Cultural Groups; Older Persons and the Aging Process; Disabled Persons; Entrepreneur and Labor; Religion; Ecology and Environment; Dangerous Substances; Theft, Fire Prevention; and Humane Treatment of Animals and People; Declaration of Independence and Constitution of the United States; Brand Names and Corporate Logos; and Diet and Exercise. Also included are Special Circumstances and Social Content Requirements of the "Education Code." (BZ)

ED 278 676 TM 860 737

Koppel, Sheree P.; And Others

Measuring School Improvement Implementation: Validation of the School Effectiveness Structural Components Inventory.

PUB DATE- Apr 86
NOTE- 68p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Administrator Attitudes; Elementary Education; Elementary Schools; *Improvement Programs; Institutional Characteristics; *Program Implementation; *Rating Scales; *School Effectiveness; *School Organization; Self Evaluation (Groups); Socioeconomic Status; Teacher Attitudes; Test Reliability; Test Reviews; *Test Validity
IDENTIFIERS- Comprehensive Tests of Basic Skills; Effective Schools Research; Kentucky Essential Skills Test; *School Effectiveness; Structural Components Inven

The School Effectiveness Structural Components Inventory (SESCI) was designed to assess structural elements in a school environment that contribute to effectiveness. The preliminary validation took place in 12 elementary schools in or near a large metropolitan school district. The schools were classified by overall school socioeconomic status, as well as by achievement results in reading and mathematics on the Comprehensive Tests of Basic Skills and the Kentucky Essential Skills Test. Third and fifth grade test scores were included in the analyses. SESCI was administered to teams of elementary school teachers and administrators; completion required about 2 hours. SESCI is a 7-point rating scale assessing 13 structural components of school improvement: mission and goals; staff development; inservice education; principal's role; program planning; curriculum, instruction, and testing alignment; instructional time; safe and orderly environment; evaluation methods; curriculum materials files; academic team games; rewards; and parent and community support. Test reliability was acceptable for six of the scales. Analyses revealed no significant correlations between the SESCI scales and socioeconomic status or achievement; thus SESCI did not do what it was intended to do.

However, the instrument was useful for self-assessment purposes. Suggestions for further improvements were made. (GDC)

ED 278 690 TM 870 107

Marsh, Herbert W.; And Others
The Hierarchical Structure of Academic Self-Concept: The Marsh/Shavelson Model.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 28 Nov 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aptitude; *Affective Measures; Correlation; Factor Analysis; *Factor Structure; Foreign Countries; Goodness of Fit; High Schools; *Models; Questionnaires; Research Methodology; Self Concept; *Self Concept Measures; Self Evaluation (Individuals)
IDENTIFIERS- Affective Perception Inventory (Soares and Soares); Canada; Self Concept of Ability Scale (Brookover); Self Description Questionnaire

The purpose of the present investigation is to study the hierarchical structure of academic self-concept. The original Shavelson model posited specific facets of academic self-concept to define a single higher-order facet, but Marsh and Shavelson (1985) found the hierarchical structure to be more complicated. In a revised model they proposed that at least two higher-order academic facets--verbal/academic and math/academic--are required. In the present investigation approximately 1,000 Canadian high school students completed nine self-concept scales; the verbal, math, and school self-concept scales from three different instruments. Confirmatory factor analysis (CFA) provided support for all nine of these scales, and a hierarchical CFA was used to determine the number of higher-order factors needed to explain correlations among the nine first-order factors. The two higher-order academic factors posited by Marsh and Shavelson fit the data reasonably well and substantially better than the single higher-order factor proposed in the original Shavelson model. The math/academic and verbal/academic factors were nearly uncorrelated, and the contributions of scales from the three instruments to each higher-order factor were remarkably similar. In subsequent discussion the Marsh/Shavelson model was more clearly defined and directions for further research were examined. (Author/LMO)

ED 278 718 TM 870 148

Blumberg, Fran; And Others
A Pilot Study of Higher-Order Thinking Skills Assessment Techniques in Science and Mathematics--Part I and Pilot-Tested Tasks--Part II. Final Report.
National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 534p.; Color photographs may not reproduce clearly.
GRANT- NIE-G-84-2006-P4
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Creative Thinking; *Critical Thinking; Educational Assessment; Elementary Secondary Education; Foreign Countries; Grade 3; Grade 7; Grade 11; Group Testing; Individual Testing; *Mathematics Tests; National Surveys; Pilot Projects; *Pretesting; Problem Solving; Research Design; *Science Tests; Scoring; Sex Differences; Skill Analysis; Task Analysis; *Test Items
IDENTIFIERS- *National Assessment of Educational Progress; *Thinking Skills; United Kingdom

In the 21st century, the population will need to possess basic skills in the areas of communication and higher problem-solving as well as have scientific and technological literacy; however, results from assessments by the National Assessment of Educational Progress (NAEP) have indicated weak student performance in the area of thinking skills, making inferences from printed material, and interpreting the meaning of scientific data. The educational community has called for increased emphasis on problem-solving and higher order skills in NAEP's 1985-86 assessment. The goal of a project, as funded to investigate these thinking skills, was to develop and test a variety of measures for use in a future national assessment. Part 1 of this pilot project developed and assessed the quality and appropriateness of certain innovative tasks and procedures to measure the higher-order thinking skills used in science and mathematics. First, a conceptual framework of higher-order skills used in science and mathematics, then prototype exercises, including "hands-on" activities, were developed. Some exercises were adapted from those used successfully by the United Kingdom's Assessment of Performance Unit in England, Wales, and Northern Ireland. These efforts resulted in a set of tasks which asked the students to "think" about a variety of relationships in mathematics and science. Three categories of administrative formats were used: (1) group activities to intact classes, (2) station activities consisting of "hands-on" tasks, and (3) full investigations which were administered to individual students. Almost 1,000 students in grades 3, 7, and 11 from 12 districts throughout the country participated. Scoring guides were developed, and student responses were categorized, entered into the computer, and analyzed. Results showed that students were responding to the tasks, and data conformed to expectations about basic developmental trends in thinking skills. In Part II, the pilot-tested tasks are presented individually. The group tasks are presented first, followed by the station activities, and then the individually administered full investigations. The presentation for each task consists first of the task as the students saw it; followed by directions for the administrator and the observation checklist, where these are pertinent; a description of the apparatus; the scoring guide with illustrative examples of each score level; and summary comments about the task. The data on which the comments are based included student performance on each task by grade and by sex and the correlation coefficient between the number right on the mathematics and science items and student data for most of the tasks. Separate analyses by sex were conducted to determine if there were any obvious gender biases in the tasks. No tests for significance were done on the gender results. (JAZ)

ED 278 746 UD 025 324

Escutia, Marta M.; Prieto, Margarita
Hispanics in the Work Force, Part II: Hispanic Women.
National Council of La Raza, Washington, D.C.
PUB DATE- Jul 86
NOTE- 30p.; For Parts I and III, see UD 025 323 and UD 025 325.
AVAILABLE FROM- National Council of La Raza, 20 F Street, NW, Second Floor, Washington, D.C. 20001 ($2.50; all three parts, $7.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- Educational Attainment; *Employment Statistics; *Federal Programs; *Females; *Hispanic Americans; Job Training; Labor Force; Labor Force Nonparticipants; Minority Groups; Sex Discrimination; Socioeconomic Status; *Unemployment
IDENTIFIERS- *Job Training Partnership Act 1982

This paper evaluates the status of Hispanic women in the United States work force. First, demographic information on age patterns, fertility rates, and educational attainment is reviewed. Then, labor market status is assessed in relation to Hispanic women's labor force participation, employment patterns, and poverty. Next, the Federal response to these problems is evaluated and policy implications are discussed. The status of Hispanic women in the labor force is characterized by low educational attainment, occupational segregation in the least skilled jobs, low wages, and high levels of unemployment and poverty. This segregation results from the educational attainment of Hispanic women, which is the lowest of all population groups. In contrast to the training programs offered by the terminated Comprehensive Employment and Training Act, the current Job Training Partnership Act offers limited hope for improving the long-term market status of Hispanic women. The elimination of the occupational segregation of Hispanic women is dependent on Federal policies which support their training and on initiatives, such as pay equity and affirmative action, which would counter the pervasiveness of sex-based wage discrimination. Tables and bar graphs are included. (KH)

ED 278 644 SP 028 546

Lockard, Bonnie Elam

How to Deal with the Subject of Death with Students in Grades K-12.

PUB DATE- 20 Nov 86
NOTE- 33p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 20, 1986). For related document, see SP 028 547.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Curriculum Development; *Death; Educational Resources; Elementary Secondary Education; *Student Attitudes; Teacher Attitudes; *Teaching Methods

The relatively new field of thanatology provides a rich supply of resources for teachers to use in developing an understanding of death and in preparing to deal with the subject with children. This review of the literature was completed with the primary purpose of providing teachers with a summary of effective teaching methods and resources to use with children at different developmental levels. Other objectives of this paper are to encourage educators to discuss this topic openly and to help them to communicate with children about death in a more therapeutic manner. Tables relate characteristics of children's death concept to Piaget's Theory of Cognitive Development and offer presentation, action, and interaction techniques for death education for children. Forty-one references are listed. (JD)

ED 278 704 TM 870 131

Tollefson, Nona; Chen, Ju Shan
A Comparison of Item Difficulty and Item Discrimination of
Multiple-Choice Items Using "None of the Above" Options.
PUB DATE- Oct 86
NOTE- 26p.; Paper presented at the Annual Meeting of the Midwest
Educational Research Association (Chicago, IL, October, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- *Difficulty Level; Graduate Students; Higher Education;
*Item Analysis; Measurement; *Multiple Choice Tests; Statistics;
*Test Format; *Test Items; Vocabulary Skills
IDENTIFIERS- Synonyms; Wilcoxon Matched Pairs Signed Ranks Test

This study compared item difficulty and item discrimination indices for parallel multiple-choice items in three content areas: measurement concepts, statistical terminology, and synonyms. The statistics and measurement items were administered in classes where graduate students taking the test were studying the content. Vocabulary items represented a common area of knowledge where formal instruction was not offered. Items were written in three formats: a one-correct answer format, a format where "none of the above" was the correct answer, and a format having "none of the above" as a foil. The same pattern of median item difficulties was observed in three experiments. Items having "none of the above" as the correct response had lower median item difficulties than the one-correct answer format and the format using "none of the above" as a foil. The format using "none of the above" as a foil was significantly easier than the format having "none of the above" as the correct answer for measurement concepts and vocabulary items. The same pattern of item difficulty and item discrimination was observed across all item contents. This study concluded that using "none of the above" as a correct answer makes an item more difficult but not necessarily more discriminating. (JAZ)

ED 278 598 SO 017 883

Patrick, John J.; And Others
Education on the Constitution in Secondary Schools: Teaching Strategies and Materials for the Bicentennial and Beyond.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Indiana Univ., Bloomington. Social Studies Development Center.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 84p.
CONTRACT- 400-86-0020
AVAILABLE FROM- Publications Manager, The Social Studies Development Center, Indiana University, 2805 East Tenth Street, Bloomington, IN 47405 ($10.00 plus postage).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Citizenship Education; *Constitutional History; Course Content; Curriculum Guides; Educational Resources; Instructional Materials; Learning Activities; Secondary Education; *Secondary School Curriculum; *Social Studies; *Teaching Methods; United States Government (Course); United States History
IDENTIFIERS- Bicentennial; *United States Constitution

Education for citizenship in a free society has long been a primary goal of social studies education. Knowledge of the Constitution, its principles, values, history, and application to contemporary American Life is an essential of citizenship education and this book is intended to stimulate interest and improvement in teaching practices on the Constitution. The book is organized into three chapters. Chapter 1 assesses the status of the Constitution in the current secondary school curriculum; Chapter 2 presents several types of lessons and teaching strategies that have been used successfully in secondary school courses on American history, government, and civics; and Chapter 3 reviews current projects and learning materials developed especially for the Bicentennial. Appendixes, which make up more than half the volume, present seven model lessons which exemplify teaching strategies discussed in chapter 2. Also provided is an extensive select bibliography which includes ERIC resources on teaching about the Constitution, books on constitutional history and principles of government, and computer software for teaching about the Constitution. (KWL)

ED 278 628 SP 028 476

Schwartz, Michael O.
The Need for and Possible Content of a Course To Help Underachieving College Preparatory High School Students.
PUB DATE- 86
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *College Bound Students; College Preparation; Course Descriptions; Higher Education; High Schools; *High School Students; Homework; *Study Habits; *Study Skills; Teacher Student Relationship; *Time Management; Underachievement

Many students in standard college preparatory programs are not reaching their potential levels of achievement. The purpose of this study is to determine the need for and possible content of a course for improving the academic performance of these students. The study was conducted in the spring of 1986 at Marshfield High School, Massachusetts. Information about student study habits, skills, and attitudes was gathered from surveys completed by 110 students (50 freshmen, 30 sophomores, and 30 juniors), their parents or guardians, and 48 school staff members. Results show that the time students spend on homework is only 40.8 percent of what their teachers feel is assigned; that a large majority of students (81.9 percent) and parents (95.5 percent) want study habits and skills improved; and that a course in study and time management skills is wanted by 56.9 percent of the students and 81.5 percent of the parents. The study indicates that to improve student achievement, not only must study habits and skills be addressed, but also responsibility, academic motivation, and student-teacher relations. The study report includes the surveys and data tables of results. (Author/JD)

ED 278 660 SP 028 571

Denton, Jon J.; And Others
Perceptions of Practicing Teachers Regarding State Mandated Topics for Teacher Education.
PUB DATE- 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Higher Education; *Preservice Teacher Education; State Standards; *Teacher Attitudes; *Teacher Education Curriculum; Teacher Student Relationship

This inquiry was conducted to determine the perceptions of classroom teachers regarding the curricular emphasis to place on various topics in teacher education. A mail survey request sent to 297 former students yielded returns from 125 subjects. Analyses of the returns yielded the following ordering of content domains: (1) classroom management; (2) instructional methods; (3) legal and ethical aspects; (3) measurement and evaluation; (4) curriculum planning; (5) needs of special populations; and (6) organization and management of schools. This ordering of domains suggests practicing teachers place greatest importance on topics associated with interacting with learners and secondary importance to other necessary roles. (JD)

ED 278 732 UD 025 304

Seeley, David S.
The Choice--Equity Dilemma: A Partial Solution.
Institute for Responsive Education, Boston, Mass.
REPORT NO.- IRE-12
PUB DATE- 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Policy; Educational Quality; Elementary Secondary Education; *Equal Education; *Family Income; Family Role; Public Schools; *School Choice; Values

Equity and choice are both fundamental goals of democratic education, and yet they are often in conflict. Giving poor families more choice in where they send their children to school would seem to provide immediate expansion of their equal educational opportunity, and yet the various policies that might implement such choices are seen as a serious threat to the health and even survival of a strong public school system, and therefore as ultimately subversive equity for poor families. Educational choice is fundamentally related to the following: (1) the right of families, whether rich or poor, to bring up their children in their own value systems; (2) successful learning; and (3) political empowerment to improve education when it is unsatisfactory. To overcome the inequity that results from poor people's effective lack of choice of private schools or exclusive public schools, education of a high enough quality to obviate parents' desire to choose a private school on grounds of quality alone must be provided, along with school choices that respond to parents' and students' values and concerns. (KH)

ED 278 761 UD 025 341

Sexual Harassment in the Schools: A Statewide Project for Secondary and Vocational Schools. Revised.

Northwest Women's Law Center, Seattle, WA.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- Feb 86
NOTE- 126p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compliance (Legal); *Educational Environment; High Schools; Intervention; Legal Responsibility; *School Responsibility; Sex Discrimination; *Sexual Harassment; *Student Rights; Victims of Crime
IDENTIFIERS- *Washington

This report describes ways of eliminating sexual harassment from Washington State schools. It is divided into nine sections. Section I examines the relationship between sexual harassment and societal norms and myths which support sexual exploitation of women. Section II defines sexual harassment as any unwanted sexual attention on the job or in the school which makes a person uncomfortable, affects their ability to work, or interferes with educational or employment opportunities. Section III presents data from several empirical studies of the pervasiveness and frequency of sexual harassment. Section IV identifies victims of harassment, describes its common effects, and lists some of the settlement costs of some harassment court suits. Section V suggests informal steps that students can take to stop sexual harassment. Suggestions for employees are listed in Section VI. Section VII examines legal remedies for sexual harassment and provides information on how to file a discrimination charge. Legal definitions of sexual abuse and sexual harassment are compared. Section VIII explains how institutions, as well as individuals (schools, as well as administrators and teachers), may be held legally liable for incidents of sexual harassment in the schools. Finally, Section IX outlines strategies for preventing and eliminating sexual harassment in schools. Appendices include supplementary information on laws regarding sexual harassment and school responsibility, and on dealing with and documenting individual cases. (KH)

ED 278 613 SO 017 958

Baseheart, M. Catharine
The Philosophy of Work and Leisure.
PUB DATE- 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alienation; Course Content; *Course Descriptions; *Course Objectives; Ethical Instruction; Higher Education; *Labor; Leisure Education; *Leisure Time; *Moral Values; *Philosophy

This proposed upper-division course, which is designed to relate abstract philosophy to concrete life situations, grew out of the awareness that the quality of life can be enhanced through study and reflection on the essential human values of work and leisure. The theoretical and practical knowledge that forms the course content is approached in a spirit of intellectal inquiry, which brings into consideration the students' personal experience of contemporary questions and issues and the vicarious experience supplied by history, philosophy, and the arts. Students are encouraged to reach conclusions that may influence their personal choices and actions, as well as to acquire understanding and sensitivity helpful in humanizing work and leisure in our society. Also included are rationale, objectives, methodology, syllabus, evaluation process and forms, technology to be utilized, cost of implementation, and selected bibliography. (BZ)

ED 278 677 TM 870 018

Ward, William C.; And Others

College Board Computerized Placement Tests: Validation of an Adaptive Test of Basic Skills.

Educational Testing Service, Princeton, N.J.

PUB DATE- Aug 86

NOTE- 26p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adaptive Testing; Basic Skills; College English; College Faculty; College Mathematics; Comparative Testing; *Computer Assisted Testing; Correlation; *Developmental Studies Programs; Grade Point Average; Higher Education; *Minimum Competency Testing; Pilot Projects; Reading Comprehension; Sex Differences; Student Placement; Student Reaction; Testing Programs; *Test Validity

IDENTIFIERS- *College Board Computerized Placement Tests; Paper and Pencil Tests

The College Board Computerized Placement Tests are intended for use by two- and four-year colleges in determining whether entering students are prepared for college-level work in English, reading, and mathematics, or whether they need developmental studies. Seventeen colleges and universities participated in pilot testing of the College Board Computerized Placement Tests during 1984 and 1985. The main purposes were: (1) to familiarize the participating institutions with the adaptive testing process; (2) to determine the reactions of students, faculty and staff to the Computerized Placement Tests; and (3) to gather data relevant to the validity of the tests and their comparability to similar paper and pencil tests. Most of the 2,500 examinees were volunteers enrolled in English, reading and mathematics courses. Reactions of students and of faculty and staff were favorable. Both groups found the computer easy to use; both liked the adaptation of the tests to a student's level of skills and the ability to obtain immediate score reports. Analyses of the relations between test scores and end-of-term grades were done separately by level of course. Moderate correlations with grades were found for all categories of courses examined except for developmental mathematics courses, where the median correlations were over .30. (JAZ)

ED 278 691 TM 870 108

Bejar, Issac I.; Yocom, Peter
A Generative Approach to the Development of Hidden-Figure Items.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Office of Naval Research, Washington, D.C.
Psychological Sciences Div.
REPORT NO.- RR-86-20-ONR
PUB DATE- Jun 86
NOTE- 46p.
CONTRACT- N00014-83-C-0761
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Artificial Intelligence; Computer Assisted Testing; Computer Science; Construct Validity; *Difficulty Level; High Schools; Models; Psychometrics; *Response Style (Tests); *Spatial Ability; *Test Construction; *Test Items; Test Validity; *Visual Measures
IDENTIFIERS- Hidden Figures Test

This report explores an approach to item development and psychometric modeling which explicitly incorporates knowledge about the mental models used by examinees in the solution of items into a psychometric model that characterize performances on a test, as well as incorporating that knowledge into the item development process. The paper focuses on the hidden figure item type. Although there is an extensive literature on the correlates of performance for this type of item little is known about the mental models that may explain performance on the item. The approach taken in this paoer is to search for a complexity dimension that accounts for the difficulty of hidden figures. Although several complexity dimensions can be postulated the one chosen was inspired by artificial intelligence research on vision. A computer-based system was developed to analyze as well as generate items based on this framework. To empirically determine the validity of the chosen framework two experiments were conducted. The results suggest that this approach to psychometric modeling is viable. The practical and theoretical implications of the research are discussed. (Author/LMO)

ED 278 747 UD 025 325

Escutia, Marta M.; Prieto, Margarita

Hispanics in the Work Force, Part III: Hispanic Youth.

National Council of La Raza, Washington, D.C.

PUB DATE- Jul 86
NOTE- 29p.; For Parts I and II, see UD 025 323-324.
AVAILABLE FROM- National Council of La Raza, 20 F Street, NW, Second Floor, Washington, D.C. 20001 ($2.50; all three parts, $7.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- Dropouts; *Employment Statistics; *Federal Programs; High Schools; *Hispanic Americans; Job Training; Labor Force Nonparticipants; Minority Groups; *Unemployment; Youth; Youth Employment; *Youth Problems
IDENTIFIERS- *Job Training Partnership Act 1982

This report presents statistics on the high unemployment rate of Hispanic youth, examines reasons for it, evaluates Federal government response to the problem, and discusses policy implications. Minority youth bear a disproportionate burden of unemployment. Among the barriers to Hispanic youth's successful participation in the labor market are low levels of educational attainment, a very high dropout rate, and a very high incidence of poverty. In 1985, while the total annual unemployment rate for youth was 18.6%, the unemployment rate for Black youth was 40.2%; for Hispanic youth, 24.3%; and White youth, 15.7%. The 1985 employment-population ratio (the percentage of the population actually employed) of Hispanic youth was only 33.7%, with Puerto Rican youth experiencing the lowest employment-population ratios (24.2%) and Cuban youth the highest (37%) among Hispanic sub-groups. This ratio declined 16.6% between 1978 and 1985, as compared to a 7.4% decline for White youth, and a 2% decline for Black youth. Federal responses to the unemployment of minority youth have been inadequate and ineffective--the Job Training Partnership Act, for example, has served job-ready participants rather than those in need of more extensive job training and basic education. For Hispanics, the Federal inattention to the needs of school dropouts is a particularly grave concern. Recent cutbacks in Federal job training funds must be reversed to prevent high unemployment and an under-trained work force. Tables and graphs are provided, as well as endnotes and a 10-item reference list of additional employment and training resources. (KH)

ED 278 629 SP 028 507

Handbook for Physical Education: Framework for Developing a Curriculum for California Public Schools. Kindergarten through Grade Twelve.

California State Dept. of Education, Sacramento.

PUB DATE- 86
NOTE- 107p.
AVAILABLE FROM- Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Physical Activities; *Physical Education; Physical Education Facilities; *Policy Formation; *Professional Development; *Program Development; *Program Evaluation; Teaching Methods
IDENTIFIERS- California

This handbook gives educators and administrators the tools, information, and resources to design and implement a physical education program. Chapter one contains an assessment guide that can be used to assess and revise the physical education program in elementary and secondary schools. The second chapter contains information that physical education teachers can use to review current curriculum trends, analyze the major philosophical concepts of a program, and develop a statement of philosophy. In the third chapter, six broad goals of physical education are illustrated. Chapter four outlines seven areas of a comprehensive physical education program and contains examples of activities in each area. The fifth chapter provides information that can be used to develop a balanced course of study that considers students' physiological and psychological development and contains information on appropriate physical activites (including those for exceptional students) and on intramural and interscholastic programs. In chapter six, a variety of teaching styles and approaches to groups and scheduling are presented, and suggestions are offered for establishing program policies consistent with program goals. The seventh chapter covers evaluation policies, designing a grading system, and establishing performance standards. Chapter eight is devoted to discussions on facilities, supplies, and equipment. The final chapter contains information on enhancing the teacher's professional growth, formulating a code of ethics, and developing a public relations program. (JD)

ED 278 645 SP 028 547

Lickard, Bonnie Elam, Comp.

Death Education. An Annotated Bibliography for Teachers.

PUB DATE- 86
NOTE- 35p.; For related document, see SP 028 546.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Books; *Death; *Educational Resources; Elementary Secondary Education; *Instructional Films; *Videotape Recordings

This annotated bibliography contains resources for teachers to use in the preparation of curricula for death education for children in grades K-12. Section one contains printed resources for teachers. Many of these resources offer more comprehensive guides for death education and materials. Section two describes 70 books for students in grade K-12 with suggestions for use according to age level and concept being taught. The short mediagraphy in the third section describes 48 audiocassettes, films, filmstrips, and videocassettes applicable for teaching death education to students. Recommendations for appropriate ages to use this media with are made. (JD)

ED 278 705 TM 870 132

Drahozal, Edward C.
Pupil Norms or Norms for Building Averages: Which Are Most Appropriate for Reporting Building Data and Other Summary Data?
PUB DATE- Feb 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 30-February 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Elementary Education; Elementary Secondary Education; Grade Point Average; Grades (Scholastic); Higher Education; Norm Referenced Tests; School Districts; Standards; Statistical Distributions; Testing Problems; *Test Interpretation; *Test Norms; *Test Use
IDENTIFIERS- Iowa Tests of Basic Skills; *Percentile Ranks; Standards for Educational and Psychological Tests; Stanford Achievement Tests

This paper argues that the standard "When it is expected that a test will be used to make norm-referenced assessments of groups rather than individuals, normative data based on appropriate group statistics should be provided," which was considered secondary in the 1985 "Standards for Educational and Psychological Testing" and essential in the 1974 standards, should be considered conditional; that is, primary for some situations and secondary for others. When tests are to report building averages, it is better to use school or group norms rather than pupil norms. To support this assumption, two sets of data from standardized tests are compared: (1) data for pupil norms and school average norms for grades 2, 6, and 8 obtained from published norms tables for the Iowa Tests of Basic Skills, 1978; and (2) data for pupil norms and "small group" and "large group" norms obtained from the norms tables for the Stanford Achievement Tests, 1982. The results show that median pupil scores and the median school average scores are seldom the same. Illustrations show that distribution of school averages is considerably less variable than the distribution of pupil scores. A copy of the class average performance and its relationship to school average performance for a university economics course is attached. (JAZ)

ED 278 661 SP 028 582

Strengthening Teaching. A Review of Issues and Programs in New York State.

New York State Education Dept., Albany.

PUB DATE- Sep 86
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Preservice Teacher Education; Recognition (Achievement); Staff Development; *State Action; *State Programs; Teacher Certification; Teacher Discipline; Teacher Evaluation; *Teacher Improvement; Teacher Recruitment; Teaching Conditions
IDENTIFIERS- *New York

This report describes major issues in teaching and current initiatives and proposals to strengthen teaching in New York State. An overview is presented of state action and local projects aimed at teacher improvement in the areas of: (1) recruitment and preservice teacher education; (2) teacher certification; (3) staff development and other improvements in the conditions of teaching; (4) recognition of outstanding teachers and programs; (5) evaluation of teaching personnel; and (6) professional discipline. A discussion of action in each area includes a description of how a need for change in the area was identified; the purpose of proposed actions; a desciption of what action was taken; what, if any, outcomes there have been; and the costs involved. (JD)

ED 278 599   SO 017 884

Matasar, Ann B.
Political Science and Business School Curriculum.
PUB DATE- Aug 86
NOTE- 10p.; Paper presented at the Annual Meeting of the American Political Science Association (Washington, DC, August 28-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business; *Business Administration Education; Core Curriculum; Course Selection (Students); *Curriculum Development; Higher Education; *Interdisciplinary Approach; Majors (Students); *Political Science; Professional Education; *Relevance (Education)

In the business community an understanding of the workings of government is essential. Most undergraduate business curricula do not include political science courses even though the subject can make major contributions to the student's education. Three areas of the business core would be particularly enriched by political science: organization theory, the business environment, and international business. Courses in corporate finance, personnel administration, marketing, and accounting would benefit from aspects of political science by improving understanding of the regulation process, political forecasting, voting behavior, and fiscal policy. The inadequate political education of a business student is attributable to interdepartmental tension between faculties of arts and sciences and business, and to altered patterns of student demand, faculty availability, and salary discrepancies. Cooperation between departments is necessary if the liberal arts, and specifically political science, are to be accepted within the business curriculum. An example of this cooperation is found at The Wharton Business School of The University of Pennsylvania. (APG)

Thompson, Patricia J.
Hestian Hermeneutics: A Lens of Analysis for Home Economics.
PUB DATE- 18 Apr 86
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Reading; *Evaluation Methods; *Home Economics; Home Economics Skills; *Sex Role; *Sex Stereotypes; *Womens Studies
IDENTIFIERS- Hestian Hermeneutics

Feminist and women scholars in all disciplines have challenged the traditional masculist "lens of analysis" and have sought to bring into focus the "missing text" of female experience. This paper proposes an alternative to gender-bound lens of analysis because either or both masculist and feminist lenses are too limited to focus adequately on the new knowledge. Also examined is the unique position in which women and men in the female-defined discipline of home economics find themselves in relation to male-defined disciplines which incorporate a masculist view of the world and assume it to be "human." To gain a fresh perspective, the work of the "Annales" historian Fernand Braudel is examined. One goal of the "Annales" school was to reconstruct the past to recover the lost dimensions of everyday life and thereby "demasculinize" history (Stoianovich, 1980). In this model, the two spheres of human action are the private, identified with Hestia, the Greek goddess of hearth and home, and the public, identified with Hermes, the Greek messenger god. A Hestian hermeneutic is applied to Catherine Beecher's "Treatise on Domestic Economy" in order to reconstruct her intent. Beecher's message is that daily life involves both reproductive and productive processes, and that education must enable us to meet both demands. (BZ)

Casserly, Patricia Lund
Advanced Placement Revisited.
College Entrance Examination Board, New York, N.Y.
REPORT NO.- CEEB-RR-86-6; ETS-RR-86-35
PUB DATE- 86
NOTE- 19p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Advanced Placement Programs; Advanced Students; College Entrance Examinations; Higher Education; High Schools; Interviews; Predictive Validity; Program Attitudes; *Program Evaluation; Research Problems; *Student Attitudes; Student Characteristics; *Test Validity
IDENTIFIERS- *Advanced Placement Examinations (CEEB)

This study evaluates the effects of the Advanced Placement (AP) Program in the lives of students and investigates the validity of the Advanced Placement Examinations at participating colleges and universities. Nine of the colleges and universities that received the most AP candidates in 1982 were selected for the study. The transcripts of a large number of students were retrieved, and 278 students were interviewed. Based on the data from the institutions and also on the basis of information provided by the students, it is concluded that: (1) Overall, AP candidates who are placed ahead in the field of their "qualifying" AP Examinations do better than a generality of local upperclassmen in those courses. The placement and credit policy suggested to colleges by the Advanced Placement Program seems justified and appropriate for the colleges in this study; (2) AP candidates react very positively to the AP experience; (3) The difficulties encountered in collecting the necessary data to compare the achievement of AP students and upperclassmen have prompted a number of suggestions that colleges may wish to consider; and (4) Comments by AP students have generated a set of recommendations for colleges to foster a smooth transition for future AP candidates. The need for an official AP coordinator in colleges to serve both students enrolling with AP experience and the faculty is emphasized. (JAZ)

ED 278 733 UD 025 307

Guthrie, Grace Pung
A School Divided: An Ethnography of Bilingual Education in a Chinese Community.
REPORT NO.- ISBN-0-89859-576-2
PUB DATE- 85
NOTE- 241p.
AVAILABLE FROM- Lawrence Erlbaum Associates, Inc., Publishers, Suite 102, 365 Broadway, Hillsdale, NJ 07642 ($29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - General (140)
DESCRIPTORS- *Bilingual Education; *Bilingual Education Programs; Bilingualism; *Chinese; *Chinese Americans; Elementary Secondary Education; Ethnography; Limited English Speaking; Non English Speaking; School Community Relationship; Social Science Research
IDENTIFIERS- California (Cherrywood); *California (Little Canton); *Chinatowns

This book reports on a ten-year-old maintenance Chinese bilingual education program in a public school located at the heart of a Chinatown community in California. It uses a multilevel ethnographic approach, considering the classroom, the school, and the broader community. First covered are the ways that a bilingual education program is initiated, implemented, and perceived in a Chinese community, emphasizing the need for long-term participant observation and ethnographic interviewing in the target school and community. The collection and analysis of ethnographic data are described fully. Then the program itself is described, both in general and in its specific application in a sample school. The book next addresses the life and aspirations of Chinatown Chinese-Americans, a segment of society little studied or understood. Through firsthand reports, Chinatown residents speak about their background, goals, and perspectives on education. Finally, interaction between the school and the community is described. To provide an illustrative model of how a multilevel ethnography may be designed, carried out, and reported, a detailed methods and procedures chapter is included. (LHW)

ED 278 762 UD 025 345

Lai, Him Mark
A History Reclaimed. An Annotated Bibliography of Chinese Language Materials on the Chinese of America.
California Univ., Los Angeles. Asian American Studies Center.
REPORT NO.- ISBN-0-934052-09-3
PUB DATE- 86
NOTE- 152p.; A substantial portion of document is written in Chinese.
AVAILABLE FROM- Publications, Asian American Studies Center, 3232 Campbell Hall, UCLA, Los Angeles, CA, 90024 ($15.00 paper copy; $25.00 hard copy).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Acculturation; *Asian Studies; Biographies; *Chinese; *Chinese Americans; Directories; *Immigrants; Journalism; Literature; Racial Discrimination; Reference Materials
IDENTIFIERS- *Chinese Literature; Hoover Institution on War Revolution and Peace; University of California Berkeley

Because past frames of reference and perspectives on Chinese Americans have relied mainly on English language sources, they seldom reflected the attitudes and experiences of the Chinese themselves. This bibliography attempts to remedy that situation by listing over 1,500 available works in the Chinese language which can be found in libraries and institutions in the United States. It is based on three major collections in Northern California: the East Asian Collection of the Hoover Institution of War, Revolution and Peace at Stanford University; the East Asian Collection of the University of California at Berkeley; and the Collection of the Chinese Historical Society of America. The main categories of reference materials included in the bibliography are: general works and handbooks; publications of organizations and institutions, and special publications; biographies and travel accounts; belles letters and essays; newspapers and periodicals; manuscripts; and miscellaneous. These items are grouped into the following subject categories: (1) background to emigration; (2) overseas Chinese; (3) immigration and exclusion; (4) Chinese in America; (5) directories; (6) Chinese American organizations; (7) economy and business; (8) biographies and travel accounts; (9) sociocultural materials; (10) Chinese politics; (11) journalism; and (12) literature. (PS)

ED 278 646 SP 028 548

O'Neal, E. C.
Effects of Student Teaching Experience on Attitudes toward Administrative Directives.
PUB DATE- Nov 86
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Authoritarianism; Elementary Secondary Education; Higher Education; Physical Education Teachers; Principals; *Student Teacher Attitudes; *Teacher Administrator Relationship; *Teaching Experience

This study, conducted at Mississippi State University 1984-86, sought to determine the significant effect of the student teaching experience on the attitudes of physical education majors toward administrative directives. Fifty-five students were asked in what way they would comply with directives: (1) without question; (2) mentally questioning the authority of the principal to issue the directive; (3) complying, but altering the application to conform with personal convictions; and (4) refusing to comply. The pre-test was given to the subjects during the first week of the semester while they were taking block courses previous to student teaching. The post-test was given during the final week of student teaching. Items on the questionnaire were divided into two categories--those deemed to be teacher oriented, and those perceived as administrator oriented. A discussion is presented on the changes in attitude revealed by responses to the pre- and post-tests, and on the perceived narrowing of "zones of indifference" (the extent to which people will respond to orders or directives issued by authority figures), as an effect of the student teaching experience. Data on test results are presented in tables. (JD)

ED 278 662 SP 028 585

Reinhartz, Judy; Van Cleaf, David
Teach-Practice-Apply: The TPA Instruction Model, K-8.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1830-3
PUB DATE- 86
NOTE- 114p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 ($8.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Demonstrations (Educational); Elementary Education; *Instructional Improvement; *Learning Strategies; Teacher Effectiveness; *Teaching Methods; Teaching Styles
IDENTIFIERS- *Teach Practice Apply Model

Before explaining the Teach-Practice-Apply (TPA) model for instructional improvement, an overview is presented of three general factors necessary for effective instruction: knowledge of content area; knowledge of teaching and learning theory; and the ability to select and use appropriate teaching strategies. It is assumed that teachers using the TPA model are competent in each of these areas. A description is given of the components of the TPA. The Teach component is the part of a lesson that presents students with what they need to know. The Practice component of the lesson provides opportunities for students to "practice" what has been presented by completing work directly related to the lesson topic. In the Apply component of TPA, students begin to use the skill either with less teacher supervision or with teacher encouragement to use the skill in broader contexts. Discussions are given of how the TPA model may be used in student concept attainment, teacher demonstrations, problem solving, guided discussions, and simulations. The discussion of each teaching strategy is presented within the TPA format, and is accompanied by examples appropriate for elementary classrooms. A description is given of how the TPA approach may be used in further teaching strategies: learning centers, role playing, independent study, and small group work. The final chapter examines how the TPA model and the instructional strategies enhance student achievement, and offers suggestions for the teacher. Seventy references are citied in the bibliography. (JD)

ED 278 692 TM 870 109

Cason, Gerald J.; And Others
A Flexible System for Processing Clinical Performance Ratings: Illustrative Applications in a Residency and Four Clerkships.
PUB DATE- Oct 86
NOTE- 42p.; Paper presented at the Annual Meeting of the Association of American Medical Colleges (New Orleans, LA, October 25-30, 1986). Figures contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Teaching (Health Professions); *Computer Oriented Programs; Data Collection; Educational Assessment; *Evaluation Methods; Graduate Medical Education; Measures (Individuals); Medical Education; *Medical Evaluation; *Rating Scales; Record Keeping; Records (Forms); *Reports; Scoring; *Student Evaluation
IDENTIFIERS- FORTRAN Program Language; University of Arkansas for Medical Sciences

The Performance Rating portion of the University of Arkansas for Medical Sciences (UAMS) Objective Test Scoring and Performance Rating (OTS-PR) system is designed to help the clinical teacher evaluate students' clinical performance. The system collects, processes, and reports ratings of learners' performances in clinical settings. The system's 160 modular FORTRAN programs are presently run on a mainframe computer, but since the user interacts with an Assessment Scoring Coordinator not the computer, the user (e.g., course director) need have no technical knowledge of computers, printers, or scanners. The system maintains records for up to 30 separate assessment occasions (tests or ratings) per course. Each user may specify up to 40 rating criteria per inventory and 30 inventories with different criteria. The rating criteria used in one course need have no relationship to those used in another. The paper first provides a detailed, generic description of the system followed by descriptions of its application in a Pediatrics Residency and Junior Year medical school clerkships (i.e., clinically oriented courses) in Pediatrics, Sub-specialties, Surgery, and Obstetrics/Gynecology. Each application section contains an example inventory, reports containing actual data, and the user's comments on the usefulness of the system. Experience indicates that the system has greatly improved the quality, quantity, completeness, and timeliness of evaluation information available to educational administrators, faculty, and students alike. The system would likely prove useful in any training or practice setting, health-care or otherwise, where repeated ratings of human performance by multiple raters is needed to insure proper quality control. (Author/LMO)

ED 278 748 UD 025 326

Stroman, Carolyn A.
Black Families and the Mass Media. Occasional Paper No. 23.
Howard Univ., Washington, D.C. Inst. for Urban Affairs and Research.
PUB DATE- 86
NOTE- 66p.
AVAILABLE FROM- Institute for Urban Affairs and Research, 2900 Van Ness Street, N.W., Washington, DC, 20008 ($5.00; $4.00 each for 10 copies or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Audience Analysis; *Black Family; *Cultural Images; Labeling (of Persons); *Mass Media Effects; Media Research; *News Media; *Public Opinion; *Social Influences; Stereotypes; Television

The paper examines the role the mass media play in the functioning of black families. Emphasis is on the perspectives and images of black families that are presented via commercial television, newspapers, and magazines. Divided into four parts, the paper discusses the following: (1) the theoretical framework around which the paper is centered, including the various perspectives utilized by social scientists in studying black family life; (2) content analysis of newspaper and magazine coverage and television portrayal of black families; (3) commentaries and criticisms that have been made about the media's coverage and portrayal; and (4) a research agenda of priority topics for future research in this area, and recommendations for action by parents, educators, and practitioners. The effects of media coverage and portrayals of blacks and their families are discussed. An extensive list of references is included. (PS)

Hand, Carol A.; Prather, James E.

The Impact of Aggregation Bias upon the Interpretation of Test Scores across Schools.

PUB DATE- Aug 86
NOTE- 9p.; Paper presented at the Annual Meeting of the American Statistical Association (Chicago, IL, August, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Analysis of Variance; *Cluster Grouping; College Entrance Examinations; Credits; Educational Background; Grade Point Average; Higher Education; Least Squares Statistics; Meta Analysis; Regression (Statistics); Scores; *Statistical Bias; *Test Interpretation; Undergraduate Students; Vectors (Mathematics)
IDENTIFIERS- Scholastic Aptitude Test

This paper investigates the problems of the impact of grouping on measuring academic performance. It focuses on inferences made from the group level to the individual level. Data for a large state college system with over 30 individual colleges is used. The problem of aggregation bias is studied using the analysis of covariance and is related to the clustering approach of generalized least squares. To illustrate the question, actual data on academic performance at the individual and group level is explored. The analysis is done by gender and minority group status. It is found that the individual level relationships and the college level relationships were generally quite different, with regression coefficients often having different signs. Based on the results of this research it is concluded that it would be generally inappropriate to use grouped data to investigate academic performance across colleges. (JAZ)

Waller, Michael I.
Latent Trait Models and Random Guessing: A Comparison of Two Logistic Latent Trait Models.
PUB DATE- Apr 86
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Tests; Cohort Analysis; Elementary Secondary Education; Equations (Mathematics); Estimation (Mathematics); *Goodness of Fit; *Guessing (Tests); *Item Analysis; *Latent Trait Theory; Mathematical Models; Maximum Likelihood Statistics; *Multiple Choice Tests; Testing Problems; Test Items
IDENTIFIERS- Chi Square Test; *Three Parameter Model

This study compares the fit of the 3-parameter model to the Ability Removing Random Guessing (ARRG) model on data from a wide range of tests of cognitive ability in three representative samples. When the guessing parameters under the 3-parameter model are estimated individually for each item, the 3-parameter model yields the better fit to approximately 61 percent of these examinations. The ARRG model, which is designed to remove the effects of purely random guessing only, produces a better fit in 15 percent of these examinations, apparently to only those data sets which contain relatively little partial knowledge guessing behavior. The 2-parameter, free response model produces the best fit to 24 percent of these examinations. These results indicate that the 3-parameter model does make an adjustment for partial knowledge guessing. A comparison is also made between fits of the 3-parameter model with guessing parameters estimated at a constant value of one divided by the number of alternatives, and those estimated individually. Individually estimated guessing parameters are found to produce fits far superior to those estimated at a constant value. A solution to the convergence problems often obtained with the 3-parameter model is discussed. (Author/JAZ)

ED 278 600 SO 017 885

Advanced Placement Course Description: Government and Politics, American Comparative: May 1987-May 1988.
College Entrance Examination Board, Princeton, N.J.
PUB DATE- 86
NOTE- 30p.
AVAILABLE FROM- Educational Testing Service, Rosedale Road, Princeton, NJ 08541-0001 (no charge).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTCRS- *Advanced Courses; *Advanced Placement; *Advanced Placement Programs; Advanced Students; College Bound Students; College School Cooperation; *Course Content; Course Descriptions; *Equivalency Tests; Higher Education; High Schools; Secondary Education

The Advanced Placement Program is based on the premise that young people can complete college-level studies while in secondary schools. It is an instrument of cooperation that extends the educational opportunities available to students by giving secondary school college-level courses appropriate college credit and placement. Advanced Placement serves three groups: (1) students who wish to pursue college-level studies while still in secondary school; (2) schools that desire to offer these opportunities; and (3) colleges that wish to encourage and recognize such achievement. The book provides practical descriptions of college-level courses and the results of examinations based on these descriptions for entrance to colleges of the student's choice. Participating colleges may grant credit and appropriate placement to students who have done well on the examination. Course descriptions and examinations for American Government and Comparative Government college equivalent courses are included. These are followed by a summary outline of the major content areas covered by these examinations, a listing of skills and abilities, sample multiple choice questions and answers, and sample essay questions. Also included is a list of college board regional offices, a list of colleges expecting to use Advanced Plaement grades, examination dates, and an annotated list of Advanced Placement publications. (APG)

ED 278 615 SO 017 967

Sigmon, Scott B.
Review of "Communication: The Social Matrix of Psychiatry."
PUB DATE- 81
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Historical Materials (060)
DESCRIPTORS- Book Reviews; *Communication(Thought Transfer); Higher Education; *Interpersonal Communication; *Physician Patient Relationship; *Psychiatrists; *Psychiatry

"Communication: The Social Matrix of Psychiatry" (J. Ruesch and G. Bateson) is a work that outlines in a more conversational than pedantic way a theory of human communication. The main thrust is to unite two types of organized information: (1) an understanding of the cultural matrix within which the psychiatrist operates; and (2) the nature of interaction between people. The first half of the book, written by the psychiatrist of the pair, Ruesch, is a discussion of human beings in terms of values, human relations, mental illness, and U.S. perspectives. Following this is a contribution by Bateson, the anthropologist, who integrates many areas of science and epistemology into the anthropological approach. From an historical perspective (the book was first published in 1951), the publication is a significant, even seminal work. Its major contributions are that it made others in the behavioral and social sciences aware of the abstract notion of a science of human communication, and it created heuristic interest. Alvin Gouldner, probably the leading sociologist today has incorporated into his lectures such aspects of this book as the "command-report" concept. And, one of the leaders in the field of interpersonal psychotherapy, Paul Watzlawick, developed a more sophisticated theory of communication from the groundwork laid by Ruesch and Bateson. (BZ)

ED 278 630 SP 028 508

Guerrero, Frank; Hunt, Daniel M.
Nutrition Education and Training Program, 1985-86. Final Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Dec 86
NOTE- 28p.; Prepared by the Instructional Support Evaluation Unit.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; Elementary Education; Food Service; Health Education; Inservice Teacher Education; *Nutrition Instruction; *Program Evaluation; *Program Implementation; *Teacher Workshops; Teaching Methods

The New York City Board of Education's Nutrition Education and Training Program was developed and implemented to improve the quality of nutrition education in elementary schools. The project's primary objectives were to: (1) provide elementary school teachers and food service personnel with enhanced knowledge of sound nutrition; (2) provide teachers with new classroom strategies for infusing nutrition education into the basic health education curriculum; (3) utilize the Nutrition Education Resource Project at Teachers College, Columbia University as a nutrition education support center for staff from the designated "100 schools"; and (4) conduct training workshops in the use of the revised K-3 supplemental nutrition education curriculum, "Nutrition Comes Alive." This report presents an overview of the Nutrition Education and Training Program for the 1985-86 school year, as well as an evaluation of the effectiveness of two regional training workshops held in April of 1986. Program funding, objectives, and population served are discussed in chapter one. The implemention and effectiveness of program activities are presented in chapter two. The participants' evaluation of the two regional training workshops are analyzed and presented in chapter three. There is also a discussion of the written comments and suggestions made by the workshop participants. The conclusions and recommendations of the report are offered in the final chapter. (JD)

ED 278 647 SP 028 549

Sultana, Qaisar; Leung, Esther
Evaluation of Resource Teachers: Kentucky Beginning Teacher Internship Program.
PUB DATE- Nov 86
NOTE- 8p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Classroom Techniques; Elementary Secondary Education; *Internship Programs; *Mentors; *Resource Teachers; Role Models; *Teacher Effectiveness
IDENTIFIERS- Kentucky

During the internship year, every new teacher (intern) in the Kentucky Beginning Teacher Internship Program is assigned a resource teacher who serves as a mentor and model. The resource teacher is responsible for assisting the intern in instructional activities and techniques, classroom management, tests and interpretation of test results, teaching exceptional children, working with parents, planning, scheduling, organization, and identification of needed resources. A comprehensive, structured telephone survey was conducted to evaluate the resource teachers' performances of their responsibilities. A total of 98 teachers were interviewed. Specifically, the objectives of this research study were to: (1) identify the responsibilities which resource teachers performed frequently or in which they felt deficient; (2) identify training needs of the resource teachers; and (3) identify procedural, administrative, logistical, and other similar problems and determine their impact on the resource teacher's performance. Findings are selectively reported and discussed according to these research objectives. (JD)

ED 278 720 TM 870 155

Hagman, Joseph D.; Hayes, John F.
Cooperative Learning: Effects of Task, Reward, and Group Size on Individual Achievement.
Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
REPORT NO.- ARI-TR-704
PUB DATE- Jan 86
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; Cooperation; *Group Activities; Group Dynamics; Interpersonal Communication; *Learning Motivation; *Learning Strategies; *Military Training; Peer Teaching; Questionnaires; *Rewards
IDENTIFIERS- Advanced Individual Training; *Cooperative Learning; Group Size; Quads

This report examines whether cooperative learning can be used to promote individual achievement, and identifies conditions under which a benefit can be expected. Two experiments were conducted at the Quartermaster School, Fort Lee, Virginia. The first experiment compared test performance of 280 trainees after they had completed practical exercises under either cooperative or individual learning. Results revealed that (1) cooperative learning improved individual trainee test scores but only when coupled with a group reward contingency, and (2) significant benefits occurred once group size reached four members. In the second experiment, 80 additional trainees were studied to determine why group reward was necessary for obtaining individual achievement benefits under cooperative learning. Two potential hypotheses were tested: that group reward effects were caused by increased individual trainee motivation to learn resulting from group pressure to perform, or that group reward encouraged groupmates to share information and that this "peer tutoring" facilitated individual learning. Test performance results supported the peer tutoring hypothesis. It was concluded that individual achievement gains can be obtained through cooperative learning in four-member groups without modifying training materials and without increasing the demand for training resources. (Author/JAZ)

Chapter I Project Identification Program. Lafayette School Corporation.
Lafayette School Corp., IN.
PUB DATE- 2 Feb 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; *Educationally Disadvantaged; Exceptional Persons; *High Risk Students; Individualized Education Programs; *Kindergarten; Learning Problems; Parent Participation; Primary Education; Program Evaluation; Skill Development
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Indiana (Lafayette)

The Kindergarten Intensified Development System (KIDS) Chapter I program of the Lafayette, Indiana, School Corporation is described in terms of the following: (1) district information; (2) state agency program information; (3) project information including staff degrees and experience, education needs, student selection, and participating schools; (4) project goals and objectives; (5) coordination with regular school programs; (6) parent community involvement; (7) professional development and training; (8) leadership; (9) instructional materials, methods, and approaches; (10) expectations for student learning and behavior; (11) classroom climate; (12) use of academic time; (13) student progress monitoring; (14) regular feedback and reinforcement; (15) recognition of, and rewards for, excellence; (16) evaluation results; and (17) project effectiveness and achievement. Evaluation results show a gain on the Comprehensive Test of Basic Skills and above average performance on the Boehm Test of Basic Concepts. Since the students were from a predominately low socioeconomic background and as a group were identified as developmentally at risk, these improved scores are significant. (PS)

ED 278 749 UD 025 327

Hendricks, Leo E.; Montgomery, Teresa A.
Teenage Pregnancy from a Black Perspective: Some Reflections on Its Prevention. Occasional Paper No. 24.
Howard Univ., Washington, D.C. Inst. for Urban Affairs and Research.
PUB DATE- 86
NOTE- 59p.
AVAILABLE FROM- Institute for Urban Affairs and Research, 2900 Van Ness Street, N.W., Washington, D.C., 20008, ($5.00, $4.00 for 10 copies or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Blacks; *Early Parenthood; Economically Disadvantaged; Family Problems; *Fathers; Poverty; *Pregnancy; *Prevention; *Psychological Needs; Unwed Mothers

This paper focuses on the causes, consequences and prevention of the alarming number of pregnancies among black teenagers. Teenage pregnancy is a symptom of the failure to have one's basic spiritual, intellectual/emotional, and physical needs met. Unmet infantile needs cause adolescents to search for romantic relationships in which they can gratify those needs and make up for a lack of nurturing between their mothers and themselves. The needs remain unmet because such early liaisons are not conducive to physical, mental and spiritual growth. Consequences of teenage pregnancy are presented in two interviews with a teenage mother and a teenage father. Preventing teenage pregnancy requires meeting adolescents' needs by teaching them respect for authority, responsibility, how to develop selective friendships, how to become giving persons, and how to develop a positive self-image. Toward this goal an interrelated program is presented with various plans of action that focus on the roles of the following: (1) family; (2) parents; (3) community; (4) peer counselors; (5) private industry; (6) volunteer programs; (7) schools; (8) the religious sector; (9) prevention programs by and for men; and (10) the media. Included are some casework aids in reaching and working with unmarried fathers. (PS)

Washington State Asian Pacific American Organizations Resources Directory.

Washington Office of the State Superintendent of Public Instruction, Olympia. Office for Equity Education.; Washington State Commission on Asian-American Affairs, Olympia.

PUB DATE- Feb 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Asian Americans; *Community Information Services; Ethnic Groups; Mental Health; Organizations (Groups); *Pacific Americans; *Public Agencies; Refugees; *Resource Materials; *Social Services

IDENTIFIERS- *Washington

This resource directory was prepared to assist educators, the media, government officials, students, and the general public in locating accurate and up-to-date information about Asian Pacific Americans (APAs) in Washington State. It was also prepared to help APAs find the services that are available to them throughout the state. This guide lists resources, agencies, programs and organizations under the following headings: (1) business; (2) counseling; (3) culture; (4) education; (5) the elderly; (6) emergency; (7) employment; (8) government; (9) health; (10) housing; (11) law enforcement; (12) legal; (13) media; (14) mental health; (15) political; (16) refugee agencies; (17) Cambodian; (18) Chinese; (19) Filipino; (20) Indochinese; (21) Japanese; (22) Korean; (23) Lao; (24) Pacific Island; and (25) Vietnamese. (PS)

ED 278 663 SP 028 586

Approved Teacher Education Programs in South Carolina 1986-87.
South Carolina State Dept. of Education, Columbia.
PUB DATE- Oct 86
NOTE- 127p.; For the 1985-86 edition, see ED 265 137.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *State Standards; State Surveys; *Teacher Certification; *Teacher Education; *Teacher Education Programs
IDENTIFIERS- *South Carolina

In this booklet on approved teacher education programs in South Carolina, brief statements are presented on reciprocity policies, Master of Arts in Teaching certification, required examinations and minimum scores in specific teaching areas, and conditional certification procedures. A list of the 28 teacher education institutions in South Carolina provides information on: (1) location; (2) contact; (3) affiliation; (4) accreditation; (5) program and level; (6) date of initial approval; (7) date of latest approval; (8) date of expiration; and (9) degree program (undergaduate, graduate). A staff directory of the Office of Teacher Education and Certification is included. (JD)

Noble, Christopher S.; And Others
Omit Rates on Criterion-Referenced Tests for Different Ethnic Groups: Implications for Large Scale Assessment.
PUB DATE- Apr 86
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Blacks; *Criterion Referenced Tests; *Ethnic Groups; Goodness of Fit; High Schools; Hispanic Americans; *Item Analysis; Mathematics Tests; Minimum Competency Testing; Reading Tests; Regression (Statistics); Response Style (Tests); State Programs; *Test Bias; Testing Programs; Test Items; Test Length; *Test Theory; Whites
IDENTIFIERS- *Omitted Responses; Texas Assessment of Basic Skills; *Texas Educational Assessment of Minimum Skills

The relationship between item omission and item position on criterion-referenced tests in the Texas state assessment program is examined. Item statistics from the Texas Educational Assessment of Minimum Skills (TEAMS) and Texas Assessment of Basic Skills (TABS) mathematics and reading tests from 1983 through 1985 are examined for three ethnic groups and two grade levels. Sample sizes ranged from approximately 15,000 for the TEAMS field test to about 225,000 for the regular TABS testing program. Ethnic representation was approximately proportionate to that of the state. On these untimed, basic skills assessment instruments, the rate at which students omitted any item appears to increase in a regular manner with item position. The rate of increase of tiem omissions, as well as the omit rate itself, were both found to differ significantly for students from different ethnic groups. Simple regression procedures were used to fit prediction equations to these data in order to model the rate of omission as a function of item analysis. The results of this study provide information for framing test administration procedures in such a way that students from any particular ethnic group are not unfairly penalized. Categorized data are illustrated in tables and figures following the study. (Author/JAZ)

ED 278 693 TM 870 110

The ETS Test Collection Catalog Volume 1: Achievement Tests and
Measurement Devices.
Educational Testing Service, Princeton, N.J. Test Collection.
REPORT NO.- ISBN-0-89774-248-6
PUB DATE- 86
NOTE- 286p.
AVAILABLE FROM- The Oryx Press, 2214 North Central at Encanto,
Phoenix, AZ 85004-1483 ($49.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Achievement Tests; Diagnostic Tests; Equivalency Tests; *Indexes; Item Banks; *Library Catalogs; Licensing Examinations (Professions); Reading Tests; Screening Tests; *Tests; Work Sample Tests
IDENTIFIERS- *Test Collection (Educational Testing Service)

The Test Collection, Educational Testing Service, is an extensive library of over 14,000 tests and other measurement devices. The Test Collection acquires and disseminates information on hard-to-locate research instruments as well as on commercially available standardized tests. Drawn from the Test Collection's computer-retrievable database, this catalog describes tests in the following categories: achievement, equivalency, certification, screening, diagnosis, school readiness, reading readiness, and item banks. The tests cover all age and grade levels. They are cited by main entry, subject index, author index, and title index. In the main entry section the following information is presented for each test: title, author, availability source, age or grade level, descriptors and/or identifiers (subject, indexing terms), and an abstract. Other information which is provided when available includes publication or copyright date, subtests, the number of test items, and the time required for an individual to complete the test. At the time of compilation, all the tests listed were still available from the test distributors indicated in the availability source. (JAZ)

ED 278 707 TM 870 134

Fish, Larry
The Importance of Invariance Procedures as against Tests of
Statistical Significance.
PUB DATE- Nov 86
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South
Educational Research Association (Memphis, TN, November 20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Correlation; Hypothesis Testing; *Multiple Regression
Analysis; Multivariate Analysis; Predictor Variables; Research
Methodology; *Social Science Research; *Statistical Significance
IDENTIFIERS- *Cross Validation; Null Hypothesis; Research Replication

A growing controversy surrounds the strict interpretation of statistical significance tests in social research. Statistical significance tests fail in particular to provide estimates for the stability of research results. Methods that do provide such estimates are known as invariance or cross-validation procedures. Invariance analysis is largely an untested science which is applied to determine how stable the statistical results are likely to be across different samples. It can be employed with any parametric procedure. The details of invariance analysis vary according to the analytic technique employed. Cross-validation procedures appropriate for multiple regression and its multivariate extension, canonical correlation analysis, are discussed in this paper, and a concrete example is presented. (Author/JAZ)

ED 278 601 SO 017 887

Yeaton, Connie S.; Braeckel, Karen Trusty
A Salute to Our Constitution and the Bill of Rights: 200 Years of American Freedom. Using the Newspaper to Discover How the Constitution and Bill of Rights Work.
Indianapolis Newspapers, Inc., IN.
PUB DATE- 86
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Historical Materials (060)
DESCRIPTORS- Classroom Techniques; *Constitutional History; Course Content; Curriculum Guides; Elementary Education; Grade 4; Grade 5; Grade 6; *History Instruction; Instructional Materials; Intermediate Grades; Resource Materials; Teaching Methods; *United States Government (Course); *United States History; Units of Study

IDENTIFIERS- *Bill of Rights; Newspaper in Education Program; *United States Constitution

In recognition of the need for suitable materials for the teaching of the Constitution and the Bill of Rights to young children, this book suggests model lessons, methods, and activities teachers can use. The book is divided into two sections. Section 1 consists of model lessons demonstrating the use of the newspaper to study the Constitution and includes activities suitable for grades 4-6. Step-by-step procedures and sample questions are given to show how a specific part of the newspaper is used in a lesson. Section 2 offers sample lessons which take children on a journey, beginning with their present-day experience, back to the time when the Constitution was written. Numerous activities are suggested. A mixture of materials and techniques is used throughout the lesson plans. Included among the appendices are a summary of the Constitution, a diagram showing the three branches of the U.S. government, some additional student activities, some sample constitutional problems, a glossary, and a biliographical guide. (KWL)

ED 278 631 SP 028 520

Sia, Archibald P.; Sydnor, Darlean
Promoting Excellence: Some Classroom Evaluation Alternatives.
PUB DATE- 17 Feb 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (67th, Houston, TX, February 15-18, 1987). Table 1 contains small, broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Classroom Observation Techniques; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Rating Scales; School Effectiveness; *Student Evaluation; *Testing

Following a brief overview of literature on excellence in the classroom, the shortcomings of objective tests as means for evaluating classroom excellence are discussed as well as the need for evaluation alternatives. Descriptions are given of evaluation alternatives, some of which focus upon reading and writing achievement: (1) observation of actual task performance; (2) documentation of student work samples; (3) use of rating scales; (4) assessment of writing samples; (5) student workbooks; (6) student debriefing after a lesson; (7) role playing and simulation games; (8) performance checklists; (9) case studies and anecdotal records; (10) interviews; and (11) questionnaires and opinionnaires. A three-page list of references and tables that illustrate some of the evaluation methods conclude the document. (JD)

ED 278 648 SP 028 550

Boser, Judith A.; And Others
A Comparison of Participants in Traditional and Alternative Teacher Preparation Programs.
PUB DATE- Nov 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Comparative Analysis; Educational Change; Higher Education; Preservice Teacher Education; *Program Effectiveness; *Program Length; Secondary School Teachers; *Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *Alternative Teacher Education; *Lyndhurst Fellowship Program

Outcomes of three teacher preparation programs for individuals seeking certification in secondary teaching areas at the University of Tennessee, Knoxville, were compared. The first is the traditional four-year undergraduate program culminating in a BS/BA degree and teacher certification. A second group of students are postbaccalaureates who have degrees in their content areas and are enrolled in education coursework and clinical experiences to meet certification requirements. The third group are also postbaccalaureates who were selected to participate in a well-coordinated one-year program (Lyndhurst Fellowship Program) leading to teacher certification. The broad goal of the Lyndhurst Program is to recruit academically talented graduates of liberal arts colleges to teaching and to develop and test an accelerated and clinically based program. A description is given of the salient components of the Lyndhurst Program and of the methodology used in making a comparative study of the three programs. Reasons for the superior performance of participants in the Lyndhurst Program on the National Teacher Examination are discussed and analyzed. (JD)

ED 278 735 UD 025 311

Johns, Jennifer S.; Panofsky, Carolyn
The Albuquerque City Center Schools. Program Evaluation, 1984-85.
Albuquerque Public Schools, N. Mex.
PUB DATE- May 85
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Educational Environment; Equal Education; High Schools; *Instructional Improvement; School Community Relationship; *School Effectiveness; Student Participation; Teacher Morale
IDENTIFIERS- *Albuquerque Public Schools NM; *Excellence in Education

The Albuquerque City Center Schools (ACCS) project, begun in 1983, was designed to increase the effectiveness of 12 schools in the Albuquerque High School cluster by creating a climate of high expectations, improving academic achievement, encouraging a climate of positive discipline, promoting student, community and private sector participation, and developing individual school programs to accomplish the project's goals. This report evaluates the project's success after its second school year of operation. Data were collected from status reports by principals; needs assessments administered to students, staff, and parents; comprehensive tests of basic skills to evaluate achievement; school profiles to delineate differences in school characteristics; and interviews with administrators, principals, staff and student leaders. The project has impacted the ACCS in several areas. It has: (1) facilitated change by providing a structure and framework for school improvement activities; (2) increased the achievement orientation of schools; (3) strengthened school-community relationships; (4) positively affected discipline and school climate; (5) contributed to greater stress and symptoms of burn-out among school staffs; and (6) resulted in subtle shifts in perception and attitude and the institutionalization of new strategies, approaches, and procedures. Recommendations are included as guides for the project in the 1985-86 school year. (PS)

ED 278 750 UD 025 328

Milburn, Norweeta G.
Social Support: A Critical Review of the Literature as it Applies to Black Americans. Occasional Paper No. 26.
Howard Univ., Washington, D.C. Inst. for Urban Affairs and Research.
PUB DATE- 86
NOTE- 75p.
AVAILABLE FROM- Institute for Urban Affairs and Research, 2900 Van Ness Street, N.W., Washington, D.C., 20008, ($5.00, $4.00 each for 10 copies or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Blacks; *Coping; Counseling; Economic Factors; Helping Relationship; *Interpersonal Relationship; *Mental Health; Quality of Life; Reference Groups; *Social Networks; *Social Support Groups

Social support is a significant component of mental health; yet, it has not been examined extensively among black Americans. This paper is a critical review of the research literature on informal social support. The review identifies how social support is conceptualized and defined, the importance of social support for mental health, and the sources of social support among black Americans. The following findings are among those listed: (1) people seeking assistance from sources other than their social support group are dissatisfied with their social networks; (2) people make different demands on the social support network, depending upon their socioeconomic status, sex, and age; (3) lack of social support is related to distress; (4) among blacks, social support networks mainly provide instrumental and emotional support, including child care and economic assistance; (5) those with limited resources do not always benefit from increased contact with network members; and (6) identifying the structural and process-oriented characteristics of one's own social network and one's client's social network can lead to more effective and appropriate intervention strategies. Guidelines on how practitioners can apply the implications of research on social support in program development are provided. Extensive references and a selected bibliography on social support are appended. (PS)

ED 278 764 UD 025 347

Profile for a Racially Integrated School District.
Washington Office of the State Superintendent of Public Instruction, Olympia. Office for Equity Education.
PUB DATE- Jun 85
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; Compliance (Legal); *Desegregation Methods; Elementary Secondary Education; Equal Education; Policy Formation; Racial Integration; *School Desegregation; *School Districts; State School District Relationship
IDENTIFIERS- *Washington

This paper, which consists of two parts, suggests criteria for the consideration of Washington State school superintendents engaged in creating racially integrated schools. Part I identifies components of an integrated school district, focusing on: access to schools, classes, and programs; staffing; facilities; curriculum; parental involvement; activities; services; staff development; instructional equipment and supplies; selection and evaluation of learning materials; discipline, suspensions and expulsions; honors and awards; committees; and school displays. Part I also lists technical assistance services available from the Washington State Office for Multicultural and Equity Education. Part II is a compilation of master plan indicators of an effective school district equal educational opportunity program. It is organized around six themes: (1) implementation of State board policy on equal education opportunity; (2) implementation and development of local school district policy on equal education opportunity; (3) development and implementation of individual school policy on equal educational opportunity; (4) instructional programs that address needs of all students; (5) pride and appreciation for authority in schools and community; (6) evaluation techniques to assess curriculum materials for racism, sexism, and ethnic distortions; and (7) accountability in practice. An appendix to Part I includes: a joint policy statement on equal education prepared by the Washington State Board of Education and the State Human Rights Commission; information on Washington laws pertaining to education and affirmative action; and a compliance matrix for school districts. (KH)

ED 278 616 SP 026 109

Loucks-Horsley, Susan; Hergert, Leslie F.
An Action Guide to School Improvement.
Association for Supervision and Curriculum Development, Alexandria, Va.; NETWORK, Inc., Andover, MA.
REPORT NO.- ISBN-0-87120-130-5
PUB DATE- Mar 85
NOTE- 82p.
AVAILABLE FROM- Association for Supervision and Curriculum Development, 225 N. Washington Street, Alexandria, VA ($5.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Elementary Secondary Education; *Improvement Programs; Needs Assessment; *Organizational Objectives; *Program Implementation

This guide for school improvement uses as its foundation the Concerns-Based Adoption Model which describes the changing feelings of individuals as they learn about, prepare for, use, and refine new practices. Seven linear steps are depicted as they relate to the school improvement process: (1) establishing the school improvement project: (2) assessment and goal setting; (3) identifying an ideal solution; (4) preparing for implementation; (5) implementing; (6) review; and (7) maintenance and institutionalization. For each step an explanation is provided on what is involved and why, and tools and procedures to select from. At the end of each step a "dialogue" is offered between the two authors--one who has spent years studying school improvement, the other facilitating it. An appendix is provided of school improvement resources available to schools. (JD)

Teacher Salary Study 1986-1987. Statistical Report Series.
South Carolina State Dept. of Education, Columbia.

PUB DATE- Feb 87
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Degrees (Academic); Elementary Secondary Education; Librarians; *Public School Teachers; School Counselors; School Districts; School Libraries; State Surveys; *Teacher Salaries
IDENTIFIERS- *South Carolina

Teacher salary schedules are presented for the 92 geographic school districts and two special school districts in the state of South Carolina. The ranks of the salary schedule values and the average salary values are displayed for the 92 geographic school districts. Rankings of the two special school districts are excluded since teachers in these districts are employed for 235 days. The estimated average salaries for classroom teachers, and the averages for teachers, librarians and guidance counselors are calculated from the Fall 1986 contracted salaries which are reported through the Basic Education Data System. (JD)

ED 278 708 TM 870 138

EQA: Educational Quality Assessment. Commentary.
Pennsylvania State Dept. of Education, Harrisburg. Div. of Educational Testing and Evaluation.
PUB DATE- Jun 86
NOTE- 89p.; For 1986 data, see TM 870 139.
AVAILABLE FROM- Pennsylvania Dept. of Education, 333 Market Street, Harrisburg, PA 17126-0333.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Concurrent Validity; *Educational Assessment; *Educational Objectives; *Educational Quality; Elementary Secondary Education; Evaluation Methods; Grade 4; Grade 6; Grade 7; Grade 9; Grade 11; Public Schools; School Districts; Scores; State Programs; Test Construction; *Test Interpretation; *Test Items; Test Manuals; Test Reliability; *Test Results; Test Use; Test Validity
IDENTIFIERS- *Pennsylvania Educational Quality Assessment

In response to a prevailing demand for better quality education in public schools in Pennsylvania, procedures were developed to measure the adequacy and the efficiency of the educational programs in public schools. The objectives currently assessed are in the following areas: communication skills (reading and writing), mathematics, self-esteem, analytical thinking, understanding others, citizenship, arts and humanities, science and technology, work, family living, health, and environment. This manual contains the information necessary to interpret the 1986 Educational Quality Assessment (EQA) reports and to learn about the background and development of the program, the statistical bases of the reports and recommendations for releasing the data. It includes details about all five levels assessed (grades 4, 6, 7, 9 and 11). Part I contains the history and background of EQA, goals of quality education, designing the assessment package (content and item selection, matrix sampling design, reliability and validity), prediction bands, condition variables, terms and definitions, administration procedures, and instrument rationales. Part II contains a summary of the instruments (listing the rational/measurement, the subscales and/or sample items, and the response choices/scoring) and information on interpreting the EQA school report. Part III contains policies and recommendations for releasing EQA data, comparisons of pre-1985 grade 11 EQA data to current data, and item comparisons across grade levels. The EQA Teacher Questionnaire is appended. (JAZ)

ED 278 721 UD 024 791

Mortimer, Delores M., Ed.; Bryce-Laporte, Roy S., Ed.
Female Immigrants to the United States: Caribbean, Latin American, and African Experiences. RIIES Occasional Paper No. 2.
Smithsonian Institution, Washington, DC. Research Inst. on Immigration and Ethnic Studies.
PUB DATE- 81
NOTE- 544p.; Papers presented at the Joint Meeting of the African Studies Association and the Latin American Studies Association (Houston, TX, 1977) and at the National Convention of the International Studies Association (Washington, DC, 1978).
AVAILABLE FROM- Public Information Office, Department of Anthropology, NHB363, Smithsonian Institution, Washington, DC 20560 (free, limit of one copy).

LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; Employment Opportunities; Family Role; *Females; Hispanic Americans; *Immigrants; *Latin Americans; Migration Patterns; Racial Relations; Sex Role; Womens Education
IDENTIFIERS- *Africans; *Caribbean Islanders

Seminar papers on the recent immigrantion of women from the Caribbean, Latin America, and Africa are collected in the first part of this two-part book. Titles (and authors) of the papers are: (1) "The New Immigration: The Female Majority" (Roy S. Bryce-Laporte); (2) "Race, Ethnicity, and Sex in the Recent Immigration: Some Preliminary Comments" (Delores M. Mortimer); (3) "Black Immigrant Women in 'Brown Girl, Brownstones'" (Paule Marshall); (4) "Caribbean Migration: A Perspective on Women" (Monica Gordon); (5) "Goin' Abroad': Working Class Jamaican Women and Migration" (A. Lynn Bolles); (6) "Migration and Sex Roles: A Comparison of Black and Indian Trinidadians in New York City" (Judith Burgess and Meryl James-Gray); (7) "Profile of a Haitian Migrant Woman" (Susan Huelsebusch Buchanan); (8) "Ethnic, Racial Attitudes among Professional and Managerial Black Women: Research Note" (Audrey Johnson); (9) "Nigerian Women and Child-Bearing Practices in Washington, D.C.: A Summary of Research Findings and Implications" (Dorothy Payne Bryan); (10) "Caribbean Women and the Brain Drain" (exerpt, Donna Gray); (11) "Black, Female, and Foreign-Born: A Statement" (Barbara T. Christian); (12) "Ma, I Remember" (poem, Eugenia A. Franklin-Springer); (13) Latinas Lead the Way" (Lucy M. Cohen); (14) "Exporting Capital and Importing Labor: The Role of Women" (Saskia Sassen-Koob); (15) "The Differential Incorporation of Hispanic Women Migrants in the United States Labor Force" (Helen I. Safa); (16) "Evaluating a Work Incentive Program: Report on Employability Services for Hispanic Women" (Palmira N. Rios); (17) "Mexican Undocumented Women Workers in Los Angeles: A Research Note" (Reynaldo Baca and Dexter Bryan); (18) "Black Cubans in the United States: Basic Demographic Information" (Lourdes Casal, with Yolanda Prieto); (19) "Obituary to a Female Immigrant and Scholar: Lourdes Casal (1938-1981)" (Roy S. Bryce-Laporte; (20) "An Afterword" (Elsa M. Chaney); (21) "Women and Migration: A Bibliography"; (Delores M. Mortimer) introduces the second part of the volume, which consists of a sizable, but selected bibliography on non-European female immigrants and related topics. A list of contributors and seminar panelists is included. (KH)

ED 278 632 SP 028 521

Jennings, Gerald L.; Meis, Ruby L.

School Improvement through Staff Development: An Evaluation Model.

PUB DATE- 17 Feb 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (67th, Houston, TX, February 15-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; Higher Education; *Program Effectiveness; *Program Evaluation; *Staff Development
IDENTIFIERS- *Staff Development for School Improvement Program

The Staff Development for School Improvement (SDSI) Program uses an innovative and clearly-defined six-step process which focuses on teachers' ability to solve critical professional problems in their buildings. Through this process, teachers are given the responsibility for planning, implementing, and evaluating their own staff development. The process includes steps involving: (1) establishment of teacher awareness, readiness, and commitment to the program; (2) an interactive needs assessment; (3) preparation of a staff development plan; (4) implementation of the plan; (5) plan monitoring and evaluation; and (6) reassessment of needs. Evaluation of the SDSI programs as implemented in various schools has included consideration of both process and products of the program. Evaluation of the programs have so far indicated that the program is very successful and the six-step process has been perceived as very useful and effective for helping schools plan and implement successful staff development projects. Improved work relationships and staff communication appear to be major outcomes of most projects, administrative support was seen as key to the success of some individual school goals, and academic achievement rates improved when projects made that goal. (CB)

ED 278 680 TM 870 097

Provincial Report: Achievement Tests, September 1986. Student Evaluation.

Alberta Dept. of Education, Edmonton. Student Evaluation and Data Processing Branch.

PUB DATE- Sep 86
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; Elementary Secondary Education; Foreign Countries; Grade 3; Grade 6; Grade 9; Mathematics Tests; Reading Tests; Science Tests; *Scores; State Programs; Statistical Distributions; *Test Format; *Testing Programs; *Test Results; Writing Evaluation
IDENTIFIERS- *Alberta

This document reports the provincial results of the June 1986 student achievement tests in Alberta in grade 3 mathematics, grade 6 science, and grade 9 English language arts. The achievement tests are specific to the program of studies prescribed by the Minister of Education. The document starts with general information about the testing program and follows with information specific to each subject area test. The data and test results specific to each grade level/subject area are illustrated in the following tables: (1) test blueprint--question numbers and percent emphases; (2) students tested, absentees, and exemptions; (3) provincial averages for total test subject strands, cognitive levels, and problem solving; (4) frequency distribution of raw scores; (5) results for individual questions; (6) distribution of jurisdiction levels of achievement; (7) speed and accuracy for basic facts; (8) frequency distribution of basic fact raw scores; (9) comparison of responses of various questions; and (10) question response frequencies. (JAZ)

ED 278 694 TM 870 111

Portes P. R.; Dunham, R. M.
Interaction Style, Early Age Intervention and Intelligence Test Performance: A Longitudinal Assessment of Their Relation to Scholastic Achievement.
PUB DATE- Apr 84
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Child Development; Correlation; Intelligence Quotient; *Intelligence Tests; Intermediate Grades; *Intervention; Longitudinal Studies; Mathematics Achievement; *Parent Child Relationship; Parent Education; Preadolescents; *Predictor Variables; Preschool Children; Preschool Education; Racial Differences; Reading Achievement; Sex Differences; Socioeconomic Status; Test Theory
IDENTIFIERS- *Bayley Scales of Infant Development; Project Know How; *Stanford Binet Intelligence Scale

The relation between Bayley Scale and Stanford-Binet measures in preschool and scholastic achievement at pre-adolescence is examined in the context of an early age intervention. The program sought to normalize the socio-cognitive development of disadvantaged 2-year-olds directly and through a training program for mothers. The follow-up includes a measure of parent-child interaction as an index of potential intervention influence on family processes. The effects of social class, culture and sex are also examined. Performance on various school subjects was predicted differentially by demographic factors, early test and intervention style measures. Correlational patterns were found to differ among experimental and control groups. Implications are drawn for family-oriented intervention and the interpretation of early cognitive test performance. A six-page list of bibliographical references is attached. (Author/JAZ)

ED 278 665 SP 028 588

Floden, Robert E.; And Others

Breaking with Everyday Experience. Occasional Paper No. 103.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 87
NOTE- 40p.
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attitude Change; Cognitive Processes; *Cognitive Style; *Concept Formation; Elementary Secondary Education; *Perspective Taking; Psychological Patterns; *Relevance (Education); *School Role; Self Actualization

Many educators assume that close links between schooling and everyday experience are necessary for students to be motivated and to learn. That assumption should be reconsidered. To promote equality of opportunity and to develop scientific understanding, schools should help students break with everyday experience. Cognitive researchers recognize the value of breaks, yet show their ambivalence by advocating continuity; this ambivalence is particularly true of John Dewey. Ambivalence may result from recognizing that breaks with everyday experience come at a cost. When these costs are weighed against the contributions breaks make to equality of opportunity and disciplinary understanding the importance of breaks remains clear. A five-page list of references is included. (Author/JD)

ED 278 736 UD 025 312

A Review of Resources in Service Area 3, 1986-1987.
Georgetown Univ., Washington, DC. Bilingual Education Service Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 115p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Bilingual Education Programs; Cultural Education; Elementary Secondary Education; *English (Second Language); Ethnic Groups; Faculty Development; *Federal Programs; *Limited English Speaking; Minority Groups; *Non English Speaking; Professional Training; State Programs; *Teacher Education
IDENTIFIERS- Bilingual Education Act 1984

This report lists resources and resource agencies in Delaware, District of Columbia, Kentucky, New Jersey, Maryland, Ohio, Pennsylvania, Virginia, and West Virginia that offer services, materials, and assistance to those involved or interested in the education of linguistic minority students. The focus of the listing is on Title VII funded projects and other federally funded agencies whose services may impact on linguistic minority students, as well as on non-profit professional and/or community organizations which may provide information, training, or materials to educators working with linguistic minority students. The following information is given for each listing: (1) name; (2) address; (3) telephone number; (4) contact persons; (5) clientele; (6) geographic area served; (7) services provided; and (8) materials available. Information on other state and special programs for limited English speaking students is included as well as a glossary of Title VII program types. (PS)

ED 278 765 UD 025 348

Practical Resource Handbook for Co-Instructional Physical Education.
Washington Office of the State Superintendent of Public Instruction, Olympia. Office for Equity Education.
PUB DATE- Jan 86
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Affirmative Action; *Coeducation; *Curriculum Development; Elementary Secondary Education; Legal Responsibility; *Physical Education; Sex Fairness; Social Integration
IDENTIFIERS- *Washington

This handbook presents information for the use of Washington State school districts and schools in the development of physical education programs that conform with Federal and State regulations regarding sex equity. It consists of five major sections which provide, respectively: (1) State legislation pertaining to education, physical education, and sex equity; (2) a step-by-step guide to developing, at the district level and at the individual school, a high-quality co-instructional curriculum; (3) a list of educators who serve as physical education resource consultants in Washington State; (4) a descriptive list of successful co-instructional programs already existing; and (5) an extensive bibliography, partly annotated. An appendix includes a sample student interest survey form. (KH)

ED 278 602 SO 017 888

Merryfield, Merry M.
Teaching about Africa. ERIC Digest No. 36.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 4p.
CONTRACT- 400-86-0020
AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science Education, Smith Research Center, Suite 120, 2805 East Tenth Street, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *African Culture; Concept Teaching; Course Content; Educational Resources; Elementary Secondary Education; Foreign Countries; Geography; *Global Approach; History; Instructional Materials; Learning Activities; *Social Studies; Teaching Methods
IDENTIFIERS- *Africa; ERIC Digests

Recognizing the need to strengthen education about Africa in United States schools and to enable teachers to present complex issues about apartheid, political stability, and cultural conflict, this digest addresses the issue of how teachers can improve their teaching about Africa. The article poses 3 questions: (1) Why is it important to teach about Africa? (2) Where does Africa belong in the curriculum? and (3) What strategies can be used to teach about Africa? Included is a bibliography of resources. (KWL)

ED 278 617 SP 026 261

Maine's 1984 Teacher Certification Law. Public Law Chapter 845.
Maine State Dept. of Educational and Cultural Services, Augusta.

PUB DATE- 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Beginning Teachers; Career Ladders; *Educational Legislation; Master Teachers; Participative Decision Making; *State Standards; *Teacher Certification; Teacher Qualifications
IDENTIFIERS- *Maine

Maine's 1984 Teacher Certification Law provides opportunity for local career ladders, a larger participatory role for local teachers in the certification process, and mandated professional assistance for new teachers in their beginning years. A target date of 1988 has been set for full implementation of all components of the legislation. Key elements of the legislation are: (1) most teachers will have a strong liberal arts and science background with a major field of study in the subject area to be taught; (2) provisional certification of beginning teachers for a two-year period; (3) professional certification for teachers who have demonstrated teaching competencies, issued for five years; (4) master teacher certification to a professional certification holder; (5) pilot projects to identify procedures for training and certifying teachers and test other components of the law, to be developed in consultation with local school units; and (6) report on results of the pilot projects with recommendations for funding. (JD)

ED 278 649 SP 028 552

George, Yvetta; Schaer, Barbara
The Classroom Teacher: An Endangered Species?
PUB DATE- 19 Nov 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Elementary Secondary Education; *Faculty Mobility; *Job Satisfaction; *Teacher Attitudes; Teacher Characteristics; Teacher Motivation; Teacher Persistence; *Teaching (Occupation); Teaching Experience

Addressing the question of teacher attrition, this study sought the opinions of 200 female educators using a questionnaire that focused on selected educational issues: (1) choosing education as a career in retrospect; (2) the perception of teachers as an "endangered species"; (3) advantages for females and males in teaching; (4) salaries; (5) merit pay; (6) policy-making rights; (7) the need for preteacher mathematics education; and (8) encouraging sons and daughters to become teachers. One-half of the subjects were retired and the remaining half were actively involved in education. The distinction between practicing and retired teachers' attitudes was tested with a multivariate discriminant model. Seventy percent of the teachers were correctly classified by six issues: encouraging sons and daughters to become teachers, salaries, the view that teachers are becoming an "endangered species," the belief that teaching has advantages for males, and the need for preteacher preparation in mathematics. Percentages for each issue were generally higher for full-time practicing teachers than for retired teachers. Results of the questionnaire are displayed, and a copy of the questionnaire is appended. (JD)

ED 278 751 UD 025 329

Suitts, Steve
Public Assistance and Poverty. A Special Report of the Southern Regional Council, Inc.
Southern Regional Council, Atlanta, Ga.

PUB DATE- Mar 85
NOTE- 67p.; For a related document, see UD 025 330.
AVAILABLE FROM- Southern Regional Council, Inc., Publications Department, Suite 820, Peachtree West Bldg., 161 Spring Street, N.W., Atlanta, GA, 30303-2082 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economically Disadvantaged; Economic Factors; Federal Programs; *Futures (of Society); Low Income States; *Poverty; *Poverty Programs; *Public Policy; Quality of Life; *Retrenchment; Social Problems; *Welfare Recipients
IDENTIFIERS- Aid to Families with Dependent Children; Food Stamp Program; Medicaid; Supplemental Security Income Program; *United States (South)

Second in a series of studies examining the patterns of poverty in the South, this report analyses the level of government benefits available to the southern poor from 1980 through 1984. The examination is restricted to four programs: Aid to Families With Dependent Children, Medicaid, Food Stamps, and Supplemental Security Income. The states included in the study were Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, West Virginia, Kentucky, Oklahoma, and Maryland. Almost one and a half million recipients of these programs in the South were removed from their rolls from 1980 to 1984. The largest segment of the population to be eliminated from the poverty programs was children. Many who continued to receive aid fell deeper into poverty. Changes in public assistance have contributed to increases in the number of poor in the South, have increased their hardships, and deepened their poverty. Further reductions in government assistance in the next few years run the risk of increasing poverty above the remarkably high levels that have been established in the last four years and of establishing an irreversible decline of the poor who may never be able to escape such an underclass. (PS)

ED 278 681 TM 870 098

Laveault, Dany; And Others

Application of Scale Analysis to the Cross-Cultural Evaluation of Intellectual Development.

PUB DATE- 83
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Canada Natives; Cognitive Tests; Comparative Testing; *Cross Cultural Studies; Cultural Influences; Culture Fair Tests; Early Childhood Education; Foreign Countries; *Intellectual Development; Language Role; Mathematical Concepts; *Scaling; Spatial Ability; *Test Bias; *Test Theory
IDENTIFIERS- French Canadians; Kolmogorov Smirnov Two Sample Test; *Montagnais (Tribe)

The main purpose of this study was to evaluate the cognitive processes of Montagnais Indians under conditions that would reduce bias and allow for a contextual interpretation of the results. Fifty-eight Montagnais children were compared to French-Canadians of the same age and grade groups whose data had been collected through previous experimentation. Two tests of logico-mathematical operations and two tests of spatial operations were administered to both groups. The results show no statistically significant difference between the performance of the Montagnais and the French-Canadians on these tests. No significant difference could be found either in the order of the stages' occurrence or in the age of accession of a stage. Furthermore, neither the logico-mathematical operations tests, nor the spatial operations tests could differentiate between the two groups. Item characteristics, however, were found to be potential cultural differentiators. A list of references and tabulated data follow the study. (Author/JAZ)

ED 278 695 TM 870 112

Lyon, Mark A.; Smith, Douglas K.
Concordance between Shared Abilities and Influences on the WISC-R and K-ABC.

PUB DATE- Aug 86
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Ability Identification; *Comparative Testing; Concurrent Validity; Elementary Education; *Intelligence Tests; Item Analysis; Learning Disabilities; Learning Problems; Mathematics Skills; Test Format; *Test Interpretation; Test Items; *Test Theory; Verbal Ability
IDENTIFIERS- *Kaufman Assessment Battery for Children; *Wechsler Intelligence Scale for Children (Revised)

This study examined agreement rates between identified strengths and weaknesses in shared abilities and influences on the Wechsler Intelligence Scale for Children-Revised (WISC-R) and the Kaufman Assessment Battery for Children (K-ABC). Sixty-seven students in the first through seventh grades referred for learning disabilities (LD) evaluation were administered the WISC-R and K-ABC in counterbalanced order. For a total of 26 shared abilities and influences in common to both the WISC-R and K-ABC, there were 11 agreements between the two scales and 285 disagreements, yielding an agreement rate of .04. Agreement rates of .04 were also obtained when strengths and weaknesses in shared abilities and influences were analyzed separately. Major factors contributing to this lack of agreement were differences in the contexts and formats of the subtests for similar abilities on the two instruments. These differences may be critical to student performance. The results are discussed in light of their implications for interpretation of the WISC-R and K-ABC. (Author/JAZ)

ED 278 709 TM 870 139

Educational Quality Assessment. 1986 Data.
Pennsylvania State Dept. of Education, Harrisburg. Div. of Educational Testing and Evaluation.
PUB DATE- Jun 86
NOTE- 93p.; For manual interpreting this data, see TM 870 138.
AVAILABLE FROM- Pennsylvania Dept. of Education, 333 Market Street, Harrisburg, PA 17126-0333.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Correlation; *Educational Assessment; *Educational Objectives; Educational Quality; Elementary Secondary Education; Grade 4; Grade 6; Grade 7; Grade 9; Grade 11; Public Schools; Regression (Statistics); School Districts; Scores; State Norms; State Programs; Statistical Distributions; Tables (Data); Test Interpretation; *Test Results
IDENTIFIERS- *Pennsylvania Educational Quality Assessment; Percentile Ranks

This manual contains the statistics generated from the Pennsylvania Quality Education Assessment (QEA) administered in 1986. The assessment was to evaluate the achievement of certain educational objectives in grades 4, 6, 7, 9, and 11 in the public schools. The tests were in the following areas: reading comprehension, writing skills, mathematics, analytical thinking; citizenship/social studies, arts and humanities, science and technology, environment, self-concept in school, and health and safety practices. Part I presents tables for each grade level containing the following data: (1) Pennsylvania School Norms; (2) percentile distribution of variables; (3) correlation coefficients among school scores; (4) correlation coefficients between school variable scores and school scores; (5) correlation coefficients among school condition variable scores; and (6) a description of the normative sample of schools. Part II contains developmental data on the comparability of test forms and reliability information. The 1986 regression analysis is appended. (JAZ)

ED 278 722 UD 024 824

Evans, Robert W.
Bronson Settlement Review. Year One, 1984-1985. Report of the Facilitator.
Cincinnati Public Schools, Ohio.
PUB DATE- Mar 86
NOTE- 387p.; Appendices contain small, broken type.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reoorts - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Students; Black Teachers; *Compliance (Legal); *Desegregation Plans; Elementary Secondary Education; Enrollment Trends; Extracurricular Activities; Housing Discrimination; Public Schools; *Racial Balance; *Racial Bias; Standardized Tests; Suspension; Urban Schools
IDENTIFIERS- Ohio (Cincinnati)

The major goal in the settlement agreement of Mona Bronson, et al v. Board of Education of the City of Cincinnati, et al is continued significant progress in the reduction of racial isolation in the city's schools. In the first year of compliance with the agreement, data show that 26.8 percent of the goal has been attained in elementary schools, 17.9 percent in junior/middle schools, and 57.8 percent in senior high schools. As of December, 1984, Cincinnati Public Schools had 22 alternative programs, and nine exceeded the district guidelines for black enrollment. During the 1984-85 school year, 1,205 students participated in the open enrollment program, with a 97.6 percent black utilization rate. Data show that all schools but one are in compliance with the policy of providing a racial balance of teachers substantially approximating the balance of the teaching staff as a whole. A section on unbiased tests and policies contains a breakdown by race of students suspended and expelled and an assessment of bias in standardized testing. Recommendations for improving low-achieving schools are made. This is followed by a survey of secondary student participation in extracurricular activities which assessed the effects of open enrollment or transfer on participation. Finally, district/city housing activities that impact on racial isolation are described. Extensive appendices, which comparise more than half of the document, consist of the technical reports from which these conclusions were drawn. (CG)

ED 278 737 UD 025 313

Evans, Robert W.
The Bronson Settlement Review. Year Two, 1985-86.
Cincinnati Public Schools, Ohio.
PUB DATE- Dec 86
NOTE- 564p.
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Students; *Desegregation Litigation; Desegregation Plans; Elementary Secondary Education; Extracurricular Activities; Faculty Integration; Nontraditional Education; Open Enrollment; *School Desegregation; *School Effectiveness; Suspension
IDENTIFIERS- *Cincinnati Public Schools OH

The report attempts to summarize and update the desegregation activities required by the settlement of the Mona Bronson vs. the Cincinnati Board of Education litigation in 1984. It is meant to serve as both an historic documentation of the efforts of the school district to fulfill the stipulations of the settlement and as an evaluation of the outcome of those efforts. The Taeuber Index of Dissimilarity is used to measure results. A sizeable drop of nearly four points at the elementary level has been tempered by a "zero gain" at the secondary level. Another critical program, the Lowest Achieving Schools (LAST), had mixed results after its second year of operation, though most of the seven schools involved are showing improvement. The following issues are discussed in the report: (1) alternative schools; (2) open enrollment programs; (3) staff racial balance; (4) tests and policies; (5) isolation within buildings; (6) improvements in low achieving schools; (7) extracurricular activities; and (8) district/city housing. Tables and statistics are included, along with the text of the settlement agreement, settlement agreement status reports and management plan for settlement activities. (PS)

ED 278 618 SP 026 623

Daly, Norene
Higher Education Act, Title V, Reauthorization. Testimony Given to the House Subcommittee on Postsecondary Education on Behalf of the American Association of Colleges for Teacher Education, American Council on Education, Etc.
American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- 31 Jul 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College School Cooperation; Educational Change; Federal Aid; Higher Education; *Preservice Teacher Education; Program Development; *Resource Allocation; *Teacher Education Programs
IDENTIFIERS- *Higher Education Act Title V

Options are discussed for the reauthorization of Title V of the Higher Education Act. The speaker expressed the collegial opinions of a number of higher education organizations. Four themes constituted the framework for recommendations on reauthorization of Title V: (1) Strengthening teacher preparation programs is most effeciently accomplished by encouraging and promoting change at the college or university where students receive their undergraduate or graduate education; (2) Anticipating limited federal support for new initiatives, resources should be targeted to those activities where the greatest leverage may be exerted; (3) Programs to assist entry-level and career teachers should be developed and administered cooperatively between institutions of higher education and local school personnel; and (4) New federal programs should be implemented quickly and decisively. A position paper, reflecting the consensus of the organizations on these issues, is appended. (JD)

ED 278 633 SP 028 522

Zide, Michele Moran; And Others
Five Years of Success: A Collaborative Staff Development Model That Works.
PUB DATE- 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Curriculum Development; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Program Development; Program Effectiveness; *Staff Development; Teacher Role
IDENTIFIERS- *Fitchburg State College MA

Five years of designing and implementing staff development projects between Fitchburg State College (Massachusetts) and local school districts has led to the development of a collaborative planned change model. This model and six exemplary projects implemented in public schools in three districts are described in this paper, and each project is further described in a matrix indicating the components of the model which were operational in the planning, implementation, and evaluation of the project. Projects described are: (1) Facilitating Support Groups for Teachers; (2) Behavior Management Stategies for Mainstreamed Special Education Students; (3) School and Classroom Behavior Management Strategies; (4) Integrating Computer Technology in the Curriculum; (5) Mathematics and Science Curriculum Revision K-12; and (6) The Psycho-Linguistic Approach to Language. (CB)

ED 278 666   SP 028 589

Policies, Procedures and Standards for the Approval of Teacher Education Programs in South Carolina.
South Carolina State Dept. of Education, Columbia.
PUB DATE- 86
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accreditation (Institutions); Evaluation Criteria; Higher Education; *Program Evaluation; *Program Validation; *Schools of Education; Self Evaluation (Groups); *State Standards; *Teacher Education Programs
IDENTIFIERS- *South Carolina

This handbook sets forth the specific state policies, evaluation procedures, and standards governing the approval of teacher education programs in South Carolina. An outline is provided of the self-evaluation process undertaken by colleges prior to on-site evaluation by the team of educators representing the state. The on-site evaluation of an institution's teacher education program covers the following areas: (1) purposes and objectives of the teacher education program; (2) program organization; (3) student admission, retention, exit, and follow-up policies and procedures; (4) student personnel services; (5) student participation in teacher education program development and evaluation; (6) faculty; (7) facilities and instructional materials; (8) school/institution relationships; (9) curriculum development, planning, and patterns; (10) general education; (11) professional education; and (12) teaching majors--general standards. A statement of the standards for each of these areas is followed by evidence indicators used to judge whether the standards have been met. (JD)

ED 278 766 UD 025 349

Ogilvie, A. Barretto, Ed.; Magnusson, Elaine, Ed.
Pacific Rim Cultures in the Classroom. Multicultural Education Resource Series.
Cultural Resources Foundation, Seattle, WA.
SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia. Office for Equity Education.
PUB DATE- Nov 85
NOTE- 240p.; Some pages may not reproduce clearly due to marginal legibility.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Americans; *Asian Studies; *Cultural Education; Elementary Secondary Education; *Geography; Instructional Materials; Learning Activities; Multicultural Education; Pacific Americans; *Social Studies
IDENTIFIERS- China; Japan; *Pacific Rim; Philippines; South Korea

Seventeen instructional units on Asian and Pacific culture, society, and economic life are provided in this handbook, the result of a workshop entitled "Pacific Rim Cultures in the Classroom." Most of the lessons include suggestions for classroom activities, quizzes, and supplementary reading matter. The instructional units are organized according to grade level. High school level units include: (1) "Washington Island Neighbors: The Philippines"; (2) "Group Identity versus Individualism in Japan and the USA"; (3) "Liberation of Women in USA and China"; (4) "Contemporary Chinese Life"; (5) "Comparing the Japanese and U.S. Business Environments"; (6) "Korea: Land of the Morning Calm"; and (7) "Leadership in China." Middle/junior high school units include: (8) "Are We Different After All?"; (9) "Culturopoly"; (10) "Travelers' Diaries"; (11) "Space Traveller: Teaching International Awareness through the Arts"; and (12) "What's in a Name?" Elementary units are: (13) "Appreciation of Culture through the Use of Global Folk Tales"; (14) "Heroes"; (15) "Why Rice?"; (16) "Korea through Storytelling"; and (17) "Korean Family Life." Two appendices include a list of Asian study centers and a list of sources of materials for teaching about the Pacific Rim. The names and telephone numbers are given of persons to contact for further information. (KH)

ED 278 603 SO 017 891

African Studies Curriculum Materials for Teachers. Second Edition.

Illinois Univ., Urbana. Center for African Studies.

PUB DATE- 86
NOTE- 358p.; For related documents, see ED 277 635 and ED 277 645-647.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- African Culture; African History; African Literature; *Area Studies; *Cultural Education; *Developing Nations; Elementary Secondary Education; Interdisciplinary Approach; Nonwestern Civilization; Postsecondary Education; *Resource Materials; *Resource Units; Units of Study
IDENTIFIERS- *Africa

This handbook features an exhaustive collection of African studies curriculum materials considered most appropriate for teachers. The material is coded for elementary school, middle school, senior high school/adult, and general interest. Material is presented in the following chapters: "General Information" which contains facts sheets on 12 African countries; "Materials Evaluation and Teaching Guidelines"; "Government and Politics"; "Agricultural and Economic Development"; "Health, Science and the Environment"; "Social Institutions"; "The Arts"; "Language and Literature"; "Games"; and "Bibliographies," an extensive list of materials about Africa. An index is included. (APG)

ED 278 650 SP 028 554

Shulman, Judith
Opportunities of a Mentorship: The Implementation of the California Mentor Teacher Program.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
CONTRACT- 400-83-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; *Interprofessional Relationship; *Mentors; *Professional Development; *Program Implementation; Role Models; *Teacher Improvement; Teacher Orientation
IDENTIFIERS- California

This paper draws from a case study of first year district implementation of the California Mentor Teacher Program in one of the largest districts in California. The paper focuses on the opportunities offered to teachers who work with mentors. Through the presentation of a selection of vignettes of teachers who worked with mentors, the paper suggests that the mentorship can provide the occasion for changing the norm of isolation to a norm of collegial assistance. Outcomes for teachers included companionship and assurance, access to models of teaching, adjustments in teaching practices, and, to a lesser extent, support for thinking about teaching. A secondary purpose of the paper was to describe some of the problems that several mentors encountered in asserting their role, such as the lack of organizational support, suspicion and jealousy from other teachers, and a dilemma about how to assert themselves. (Author)

ED 278 682 TM 870 099

Cauley, Kathleen M.

Studying Knowledge Acquisition: Distinctions among Procedural, Conceptual and Logical Knowledge.

PUB DATE- Apr 86
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Abstract Reasoning; Children; *Cognitive Structures; *Concept Formation; Elementary Education; Epistemology; *Intellectual Development; *Learning Processes; Literature Reviews; *Logical Thinking; Piagetian Theory; Skills; Task Analysis

This paper takes the position that logical knowledge is distinct from conceptual and procedural knowledge and can make a unique contribution to the understanding of knowledge acquisition. This view of logical knowledge departs from the traditional Piagetian view of stages and the overriding view of logic as the sole means of constructing new knowledge. Logical knowledge is compared to and contrasted with conceptual and procedural knowledge. The interrelationships among the three aspects of knowledge during knowledge acquisition are discussed. An extensive list of bibliographical references is attached. (Author/JAZ)

ED 278 752 UD 025 330

Suitts, Steve
Patterns of Poverty. A Special Report of the Southern Regional Council, Inc. Second Edition.
Southern Regional Council, Atlanta, Ga.
PUB DATE- Mar 85
NOTE- 35p.; For a related document, see UD 025 329.
AVAILABLE FROM- Southern Regional Council, Inc., Publications Department, Suite 820, Peachtree West Bldg., 161 Spring Street, N.W., Atlanta, GA, 30303-2082 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Family; *Economically Disadvantaged; *Economic Factors; Family Problems; Fatherless Family; Federal Programs; Hispanic Americans; *Low Income States; *Poverty; *Retrenchment; *Welfare Services
IDENTIFIERS- *United States (South)

The first in a series of studies about poverty in the South, this report focuses on Virginia, North Carolina, South Carolina, Tennessee, Georgia, Florida, Alabama, Mississippi, Louisiana, Arkansas and Texas. Since 1979, the rate of poverty for these states has shown a steady, sharp increase, bringing it up to 18.2 percent in 1983. The national poverty rates for blacks reached 35.7 percent in 1983, the highest level since 1968. Of all families headed by black women, 57.2 percent were poor. The number of poor persons has increased dramatically from 26 million in 1979 to 35 million in 1983, 12 million in the 11 southern states, the highest number since the years before 1965. The number of poor individuals not in families or households is 6.8 million, higher than it has ever been in the recorded history of poverty. Only a minority of poor households receives any one of the available non-cash benefits, while a majority of the non-poor households receive at least some benefits. Forty-seven percent of all poor persons ages 15-65 were working full- or part-time in in 1982. Only 21 percent of benefits aimed at the poor go to households that are not headed by persons 65 or older or by a single female with children. (PS)

ED 278 634 SP 028 523

Quinn, Peter J.
Do Field Experiences Make a Difference in the Training of Pre-Service Education Students? Let's Find Out!
PUB DATE- 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Measures; Elementary Secondary Education; *Field Experience Programs; Higher Education; Preservice Teacher Education; Questionnaires; *Teacher Attitudes; *Teacher Educators; *Test Construction

A review of teacher-education-related events and trends in New York State and a review of research regarding the role of field experiences in the training of prospective teachers previews the presentation of a questionnaire designed to elicit attitudes of teacher educators toward the role of field experiences in teacher preparation programs. The questionnaire seeks to answer questions about field experiences in terms of goals, characteristics of the candidates, characteristics of the staff, content, methods, time factors, ethos, regulations, resources, evaluation, and program impact. (CB)

ED 278 667 SP 028 591

Etheridge, Carol Plata
Lessons Learned: Establishing Mentoring Roles in Two Preparation-Induction Programs. Student Perspectives about What Works.

PUB DATE- Feb 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (67th, Houston, TX, February 15-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Education Majors; Higher Education; *Internship Programs; Interpersonal Relationship; *Mentors; Preservice Teacher Education; Program Development; Program Effectiveness; *Student Attitudes

Descriptions are given of two graduate level teacher education programs, at Memphis State University, Tennessee, which have teaching experience components relying heavily on mentoring as a support system for preservice teachers. The Master of Arts in Teaching program provides three teaching experiences which build to a fourth, 5-month long experience. Students work with two mentors who observe, advise and guide: a pedagogical specialist who is a college of education faculty member, and an experienced public school teacher who teaches in the same content area and school as the intern. In the Lyndhurst Program, which involves a 9-month internship, students are assigned to work with three mentors who observe, advise, and guide--a practitioner, a pedagogical specialist, and an arts and sciences specialist. In both programs the mentors are assigned to their proteges but the practitioner mentors are chosen by the public school systems with some input from college of education personnel. The pedagogical and arts and science mentors volunteer to be mentors, but final selection is made by project directors. This paper presents the perceptions held by the interns in these two programs regarding their mentoring relationships and what worked. (JD)

ED 278 696 TM 870 113

Counselor Orientation Manual. Tennessee Career Ladder Better Schools Program.

Tennessee State Dept. of Education, Nashville.
PUB DATE- 86
NOTE- 117p.; For related documents, see TM 870 113-116.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Ladders; Competence; *Counselor Evaluation; Counselors; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Job Skills; Observation; *Occupational Tests; *Promotion (Occupational); Questionnaires; Scoring; State Programs; *State Standards
IDENTIFIERS- Tennessee

This document is an orientation manual for the Career Ladder Counselor Evaluation System, a part of the Tennessee Career Ladder Better Schools Program. The evaluation system for guidance counselors was developed by using the best ideas from educational research and from counselors in Tennessee. The system was field tested in the fall of 1985. Described and contained in this report are: (1) fundamental beliefs and principles; (2) levels of the career ladder; (3) domains of competence; (4) competencies and indicators; (5) multiple data sources; (6) evaluation processes for Levels II and III; (7) visits by evaluators; (8) peer nomination forms; (9) professional development and leadership summary forms; (10) the Tennessee Career Ladder Test; (11) scoring and equating the test; (12) notification of results; (13) rights of the counselor; (14) evaluation system instruments; (15) a glossary of terms; and (16) a list of career ladder personnel. (LMO)

ED 278 710 TM 870 140

Roberts, Douglas B.; And Others

Michigan Educational Assessment Program Handbook, 1986-87.

Michigan State Board of Education, Lansing.
PUB DATE- 86
NOTE- 109p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; *Behavioral Objectives; Criterion Referenced Tests; *Educational Assessment; Educational Improvement; Elementary Secondary Education; Grade 4; Grade 7; Grade 10; Group Testing; Mathematics Tests; Reading Tests; *State Programs; *Testing Programs; *Test Items; *Test Results; Test Use
IDENTIFIERS- *Michigan Educational Assessment Program

The Michigan Educational Assessment Program (MEAP) is a statewide testing program in reading and mathematics, with other subject areas tested on a sampling basis. The MEAP tests are administered every fall to all fourth, seventh and tenth graders. This handbook was developed to assist educators in analyzing, using, and reporting MEAP test results. It includes an overview of the program and the description of the tests; numbers of objectives and test items for each skill area; suggested methods; techniques and strategies for using the results at the school, student, and district levels; and a discussion of the appropriate uses of the test results. Appendices include: (1) illustrated examples of how to read each of the report forms, (2) test objectives and example items for each subject and grade level, (3) a list of items measuring each grade objective, (4) variables that make a difference, (5) a flyer entitled "Understanding and Using the Individual Student Report," (6) special notes for adult educators, and (7) a listing of resource materials which can help educators use and report MEAP results. (JAZ)

ED 278 738 UD 025 314

Bouvier, Leon F.; Gardner, Robert W.
Immigration to the U.S.: The Unfinished Story.

Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- Nov 86
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- Acculturation; *Asian Americans; Demography; Ethnic Groups; Federal Government; *Immigrants; *Latin Americans; Migration; *Population Trends; Public Policy; *Socioeconomic Influences; Undocumented Immigrants
IDENTIFIERS- *Immigration Impact; *Immigration Law

Several times early in the twentieth century total annual immigration exceeded one million people. Current immigration figures may match those record totals. Since 1979, legal immigrants have averaged 566,000 a year; newly arrived refugees and asylees approved have averaged 135,000; and the "settled" illegal immigrant population may be growing by up to half a million a year. Many illegal immigrants entered the United States legally and then overstayed their visas, and there has also been a sharp increase in illegal border crossings from Mexico and Central America. The Census Bureau estimates that net immigration now accounts for 28% of U.S. population growth and will account for all growth by the 2030s if the currently low U.S. fertility rates continue. Public opinion strongly favors curbs on illegal immigration and legalization of illegal aliens long resident in the United States, and in 1986 Congress enacted legislation to reduce illegal immigration. Asians and Latin Americans now make up over 80 percent of legal immigrants, and Latin Americans comprised 77 percent of the illegal immigrants counted in the 1980 census. Asians far outstrip Latin American immigrants in education, occupational status, and income. Hispanic immigrants so far appear to favor cultural pluralism, and may be less likely to assimilate as easily as the Asians. Recent Hispanic immigrants have helped preserve low-wage industries and agriculture in California. Illegal immigrants appear to draw more on public health and education services then they pay back in taxes. With or without immigration reform, population and economic pressures in Mexico and the Caribbean Basin ensure that the numbers of people seeking to enter the United States are only likely to increase. (Author/KH)

ED 278 604 SO 017 907

Conway, Dennis; Milman, Claudio
Bibliography of Serials on Caribbean Affairs.
Indiana Univ., Bloomington. Center for Latin American and Caribbean Studies.
PUB DATE- Dec 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Area Studies; Foreign Countries; *Foreign Language Periodicals; Geographic Regions; International Studies; Latin American Culture; *Serials; *World Affairs
IDENTIFIERS- *Caribbean

An alphabetical listing of serial titles that are relevant to Caribbean affairs and culture is provided. Annotations include the individual publication's scope of coverage as well as its frequency of appearance (monthly, quarterly, weekly, etc.) and postal address. The same type of information regarding newspapers published in the Caribbean area is arranged by country in an addendum. (BZ)

ED 278 619 SP 027 917

Cochran, Leslie H.
Teacher Education at the Crossroads: An Opportunity for Excellence.
PUB DATE- 85
NOTE- 31p.; Position paper prepared by the Provost of Southeast Missouri State University and adopted by the Board of Regents.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accreditation (Institutions); College School Cooperation; Competency Based Teacher Education; *Educational Trends; Field Experience Programs; Higher Education; *Preservice Teacher Education; *Program Improvement; Research Needs; *Teacher Education Programs
IDENTIFIERS- *Southeast Missouri State University

In response to the need to remain a leader in teacher education in Missouri, Southeast Missouri State University analyzed a variety of sources that suggested new directions in teacher education. A review was conducted of current literature, and a study was made of the revised National Council for the Accreditation of Teacher Education (NCATE) standards. ERIC Resource Reviews from the Clearinghouse on Teacher Education were studied as well as current newsletters from the American Association of Colleges for Teacher Education (AACTE). Course syllabi currently used in the campus teacher education program were inspected, and a cost/benefit analysis was made of the "Report of the Task Force on Alternatives for Clinical Laboratory Experiences in Teacher Education." Informal comments and written suggestions were solicited from individuals on and off campus. Recommendations, directions, and implications for the future of teacher education, with particular emphasis on programs at Southeast Missouri State University, are presented. Topics covered include: field based experiences; school/university relationships; competency based education; research orientation; academic standards; program content; accreditation standards; and cost analysis. Seventeen recommendations for Southeast Missouri State University's teacher education program are listed. (CB)

ED 278 723 UD 025 163

Bryce-Laporte, Roy S., Ed.; Couch, Stephen R., Ed.
Exploratory Fieldwork on Latino Migrants and Indochinese Refugees.
Refugees. RIIES Research Notes No. 1.
Smithsonian Institution, Washington, DC. Research Inst. on Immigration and Ethnic Studies.
PUB DATE- 76
NOTE- 147p.
AVAILABLE FROM- Public Information Office, Department of Anthropology, NHB 363, Smithsonian Institution, Washington, DC 20560 (Free, limit of one copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - General (140)
DESCRIPTORS- Data Collection; *Hispanic Americans; *Indochinese; *Migrant Workers; Migration; *Migration Patterns; *Refugees; Research Needs; *Research Problems; Social Services
IDENTIFIERS- California; New York (New York)

This book presents six papers on Latino migrant workers and recent Indochinese refugees in the United States, most of which focus on problems of fieldwork. The book's three sections, "Migrant Workers," "Indochinese Refugees" and "Research Summaries and Reports," each contains two papers and an introduction. (1) "Rural Migratory Labor in California: Some Key Research Issues" (Nadine Robles and Richard Day) argues that research on migrant workers is made difficult by the workers' constant mobility, marginal status, and aversion to the "official world." (2) "Migrant Flows into an Urban-Industrial Center: Some Key Research Issues" (Rodolfo Alvarez) discusses the relationship of Latino migrant workers to human services organizations. (3) "Processing of Indochinese Refugees" (Joyce Bennett Justus) and (4) "Field Study Problems in a Refugee Camp: Community and Bureaucracy Compounded and Confounded" (Stanley F. Wiseman) describe problems encountered by data collectors while studying the group of Cambodian and Vietnamese refugees at Camp Pendleton, California. The fifth and sixth papers "Latino Adversity: Culture, Disease and Stress among Latin American Immigrants--A Summary" (Lucy Cohen) and (6) "Organizations Servicing Puerto Ricans and Virgin Islanders in New York City--A Report" (Carmen Allende) provide overviews of work which has been or is being carried out on special aspects of the immigration phenomenon. Notes on work in progress and on the contributors conclude the document. (KH)

ED 278 651 SP 028 555

Lockledge, Ann; Ray, Karen J.
Using Peer Critiqueing to Improve a Microteaching Program.
PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Education Majors; Feedback; Higher Education; *Microteaching; *Peer Evaluation; Preservice Teacher Education; Self Concept; Self Evaluation (Individuals); *Student Attitudes; Teaching Experience

Preparing for simulated microteaching lessons is a traumatic experience at best. In trying to make the experience both more valuable and less generative of negative feelings, a peer critiqueing component was added to the evaluation process in this program. After teaching three simulations, the mean of the attitude toward microteaching and the attitude toward peer critiqueing was found to increase by over 10 points on a scale of 1-100. Increases were greatest with those who made the highest grades. There was a signficant discrepancy in the final mean attitude ratings of the students of the experienced and inexperienced instructor. The results of this study indicate that it is possible for teachers to learn how to evaluate themselves given a set of criteria and that they may have a more positive attitude when rated by peers rather than by supervisors. (Author)

ED 278 683 TM 870 100

Goldstein, David; Dundon, William D.
A Longitudinal Comparison of Systems Used to Identify Subgroups of Learning Disabled Children.
PUB DATE- Apr 86
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Affective Behavior; Behavior Problems; Blacks; *Clinical Diagnosis; Comparative Analysis; *Diagnostic Tests; *Homogeneous Grouping; Intelligence Quotient; Intelligence Tests; *Learning Disabilities; *Learning Problems; Longitudinal Studies; Mathematics Achievement; *Measurement Techniques; Predictor Variables; Reading Achievement; Regression (Statistics); Verbal Ability
IDENTIFIERS- Bannatyne System; *Wechsler Intelligence Scale for Children (Revised)

This paper addresses the problem of heterogeneity of samples of learning disabled (LD) children by comparing five different systems for identifying homogeneous subgroups in terms of their ability to predict longitudinal reading and mathematics scores. One hundred and sixty LD children served as subjects. Three of the five subgrouping systems were based upon the Wechsler Intelligence Scale for Children--Revised (WISC-R), but did not predict achievement. One system based upon clinical diagnostic criteria and one based upon the magnitude of the child's achievement deficit did predict achievement. The former system predicted both reading and mathematics achievement, while the latter system predicted only reading achievement. A pairwise regression analysis demonstrated that most of the predictive variance of the system based upon the magnitude of achievement deficit was accounted for by the clinical diagnostic system. A further analysis of the diagnostic system indicated that a subgroup of LD children who showed evidence of mild socioemotional disturbance performed significantly better at each time of measurement over a 4-year period, and performed at an accelerated rate compared to a subgroup of LD children without signs of a socioemotional disturbance. These results are interpreted as support for a system of subgrouping LD children based upon effective variables. The implications of this system for research and treatment of learning disabilities are considered. A five-page reference list follows the study. (Author/JAZ)

ED 278 753 UD 025 331

Manderson, Marge

Forty Years Since the End of the White Primary, Thirty Years Since the Brown Decision, Twenty Years Since the Passage of the Civil Rights Act. 40th Anniversary Papers.

Southern Regional Council, Atlanta, Ga.

PUB DATE- 86

NOTE- 37p.

AVAILABLE FROM- Southern Regional Council, Inc., Publications Department, Suite 820, Peachtree West Bldg., 161 Spring Street, N.W. Atlanta, GA 30303-2082 ($2.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Black Achievement; *Blacks; Elementary Secondary Education; *Equal Education; Equal Facilities; Equal Opportunities (Jobs); Higher Education; Income; *Racial Discrimination; *Racial Integration; *Voting Rights

This report evaluates the progress that has been made since three landmarks in blacks' struggle for equal treatment in the United States. Despite the 1944 case of Smith vs. Allwright, in which the Supreme Court decided that the Texas White Primary was unconstitutional, growing evasion and resistance by whites limited gains in black enfranchisement and political power until the enactment of the United States Voting Rights Act in 1965 and the consequent massive registration campaigns. The goals and rewards of maximum participation of blacks in the South's political system lay some distance ahead. Though there are still inequities in southern education, since Brown vs. the Board of Education in 1954 progress has been made in the following: (1) increasing the average number of years of schooling blacks complete; (2) increasing the number who complete college; (3) increasing per pupil expenditure; (4) increasing black attendance at white state colleges and universities; and (5) increasing elementary and secondary school integration. Though blacks have gained slightly in job opportunities since the 1964 Civil Rights Act swept away legal segregation, their participation in low status jobs remains sharply disproportionate and income disparity continues. Race remains a limiting factor. (PS)

ED 278 635 SP 028 524

Otto, Paul B.
Professional Practices for the Professional Teacher--Implications for Pre-Service/Inservice Programs.

PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Research; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Professional Recognition; *Program Improvement; *Research Utilization; *Teacher Education Programs; Theory Practice Relationship

Teaching can acquire professional status through teacher preparation agencies implementing programs oriented to the hypothetical-deductive model based on existing research. Teacher preparation programs must orient both inservice and preservice teachers appropriately to educational research and its transfer to practice. Many research studies exist which can be used by teachers, not as a recipe for eliminating every negative classroom situation, but as a backdrop of strategies, systems, and curricula which have demonstrated efficacy. Use of such research should be taught in methods classes. Teacher preparation must be based, in every respect possible, on research indicators. A two-page reference list concludes the document. (CB)

ED 278 697 TM 870 114

Administrator/Supervisor Career Ladder Orientation Manual, 1985-86.
Tennessee Career Ladder Better Schools Program.

Tennessee State Dept. of Education, Nashville.
PUB DATE- 85
NOTE- 210p.; For related documents, see TM 870 113-116.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Evaluation; *Career Ladders; Certification; Competence; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Observation; *Occupational Tests; *Principals; Professional Development; Questionnaires; Rating Scales; Scoring; State Programs; *State Standards; Supervisors
IDENTIFIERS- *Tennessee

This manual is designed to provide Tennessee School administrators and supervisors with the information needed to understand the revised Career Ladder Evaluation System, and prepare them for the evaluation at Career Levels I and II. The manual covers the following information: (1) improvements of the revised system; (2) assumptions and principles; (3) levels of the career ladder; (4) fast track amendments; (5) competencies; (6) the evaluation process; (7) data sources (observation, candidate interview, questionnaire, portfolio preparation and the Career Ladder Test); (8) standards for certification/scoring and equating; (9) rights of the administrators/supervisors; (10) a glossary of terms; (11) State Department and Career Ladder personnel; (12) questions and answers; and (13) important dates. Appendices contain (1) the supervisor job description, (2) the Tennessee Academy for School Leaders, (3) principal/assistant principal evaluation instrumentation, (4) instructional supervisor evaluation instrumentation, (5) extended contracts, and (6) calculation of salary supplements. (JAZ)

ED 278 711 TM 870 141

Boldt, R. F.; And Others
The Validity of Various Methods of Treating Multiple SAT Scores.
College Entrance Examination Board, New York, N.Y.
REPORT NO.- CBR-86-4; ETS-RR-86-25
PUB DATE- 86
NOTE- 13p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *College Entrance Examinations; College Students; Evaluation Methods; *Grade Prediction; Higher Education; Literature Reviews; Mathematics Tests; *Predictive Validity; Racial Differences; *Scores; Socioeconomic Status; *Test Theory; Verbal Tests; Weighted Scores
IDENTIFIERS- College Board Validity Study Service; Cross Validation; *Retesting; *Scholastic Aptitude Test; Student Descriptive Questionnaire

A review of the literature concerned with validity data and policies for various methods of treating multiple scores is reported, as are analyses of data from the College Board Validity Study Service. The analyses evaluated the use of Scholastic Aptitude Test--Verbal alone, Scholastic Aptitude Test--Mathematical alone, and the use of both in combination. The methods for treating multiple scores that were studied were to use the score from the administration with the highest Verbal plus Mathematical, the highest score, the most recent score, and the average. Best results, in terms of the highest average validity, were achieved using average Verbal plus Mathematical. Also evaluated were weighted combinations where all scores were used, but the highest or most recent received a unique, empirically determined weight. The combinations of variables and the four methods of treating multiple scores were evaluated in regression equations developed using one-time testers. All treatments of multiple scores resulted in underprediction of actual grades, with the highest score providing the least amount of underprediction. The discrepancy between predicted and actual grades varied across institutions. Data from the Student Descriptive Questionnaire were cross tabulated with the number of retests. It was found that first test score-level, income, and race were all related to the frequency of retesting. (Author/JAZ)

ED 278 605 SO 017 912

Massey, Donald; Connors, Bryan
Canada, Its Land and People.
REPORT NO.- ISBN-0-919091-20-2
PUB DATE- 86
NOTE- 226p.; Illustrations may not reproduce clearly.
AVAILABLE FROM- Reidmore Books, 10316-121 Street, Edmonton, Alberta, Canada T5N 1K8 ($14.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Area Studies; Case Studies; Community; Elementary Education; Foreign Countries; Geographic Concepts; Geographic Regions; Geography Instruction; Human Geography; Maps
IDENTIFIERS- *Canada

Eight units which depict the people and geography of Canada are featured in this document. Learning is facilitated through the use of maps, case studies, charts, graphs, sketches, photographs, and drawings which appear throughout the units. To help organize the information four symbols are used to indicate the concepts being explained. The symbol for Landscape indicates information concerning the land, weather and climate, and resources used by people in the area. The symbol for People gives information about people who live in the region, who they are, how they earn a living, and their hopes and fears. The Links symbol indicates information about how places in the community are linked together and how communities are linked with each other. The symbol for Central Places indicates places where people have organized and lived. The units include: "Your Country", "Among Mountains and Valleys", "Over Prairie and Plain", "Across the North", "Onto a Shield of Rock", "Next to the Great Lakes", "What is the Land like along the St. Lawrence River?", and "What is Atlantic Canada." A concluding chapter provides a list of review questions. All illustrations are in color. (APG)

ED 278 652 SP 028 556

Leithwood, Kenneth Arthur; Montgomery, Deborah Jayne
Improving Classroom Practice Using Innovation Profiles.
Ontario Inst. for Studies in Education, Toronto.
REPORT NO.- ISBN-0-7744-0310-1
PUB DATE- 87
NOTE- 147p.
AVAILABLE FROM- The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($14.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- Cooperative Education; *Curriculum Development; Curriculum Evaluation; Educational Change; Elementary Secondary Education; *Instructional Innovation; *Profiles; *Program Implementation; *Teacher Effectiveness

Innovation Profiles, detailed descriptions of what a teacher is actually doing as effective classroom practices are implemented, offer a logical and systematic way of making innovations work. The first section of this book identifies core decisions required in implementing and evaluating curriculum and instructional innovations in sections entitled: (1) Thinking about Changes in Classroom Practice; and (2) Implementing and Evaluating Changes in Classroom Instruction. The second section describes practical procedures for developing, validating, and using Innovation Profiles. Section headings are: (1) A Procedure for Developing Innovation Profiles; (2) Procedures for Ensuring the Content Validity of an Innovation Profile; and (3) Using Innovation Profiles. The third section presents the following case studies of Innovation Profile use: (1) Development of an Innovation Profile for the Evaluation of a Cooperative Education Program; (2) Decentralizing Profile Development in Muskoka; (3) The Innovation Profile Concept in Hastings County; (4) Principal Leadership of the Implementation of Intermediate Science; (5) Experiences in Developing a Profile for Primary and Junior Division Pedagogy; and (6) Evaluation of a Gifted/Enrichment Program. Appended are references and information on rating a User Profile Interview and developing a User Profile. (JD)

ED 278 668 SP 028 593

Bechtelheimer, Lynne; Tamashiro, Roy
Expanding Teachers' Thinking in Computer Curriculum Courses.
PUB DATE- 13 Feb 87
NOTE- 12p.; Paper presented at the Midwest Education and Technology Conference (St. Louis, MO, February 13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Computer Uses in Education; *Course Evaluation; Educational Technology; Elementary Secondary Education; Higher Education; Professional Development; *Teacher Attitudes; Teacher Effectiveness

This paper describes the effects two graduate level computer curriculum courses had upon participating teachers. One course examined instructional strategies involving computers which made for effective and practical lessons in language arts, social studies, science and mathematics. The other course introduced teachers to ways of using software in various elementary school curriculum areas. A questionniare submitted to the teachers sought to determine how the courses changed their attitudes about computer applications in the classroom, affected their self-confidence as a teacher, and the characteristic of the course that contributed most to their learning. Changes in teachers' attitudes were observed in their concepts about technology, their views of teaching, and their self-concept. These changes in the teachers' ways of relating to computer use are summarized, and strategies and elements in the courses which may have facilitated these changes are discussed. (JD)

ED 278 739 UD 025 315

Peng, Samuel S.
High School Dropouts: A National Concern.
Atlanta Area School for the Deaf, GA.
PUB DATE- Mar 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- Black Students; Continuation Students; *Dropout Characteristics; *Economically Disadvantaged; Employment Opportunities; Family Income; *High Risk Students; High Schools; *High School Students; Hispanic Americans; Minority Group Children; Reentry Students; Student School Relationship; *Youth Employment

In recent years, more than 25 percent of potential graduates--more than one million youngsters annually--left school without graduating. The dropout rate is even higher for Blacks, Hispanics and students from families of lower socioeconomic status. Since the dropout problem is closely related to broad social issues, such as youth unemployment, transition of youth into the labor market, intergroup disparities in economic opportunities, higher labor productivity and increased competitiveness of American industries, an effort to obtain information needed to describe and understand the dropout phenomenon would be a prudent investment for our society. Toward that goal, this paper synthesizes statistical information from a variety of sources. Eight statistical tables are included. The following dropout issues are discussed: (1) the difficulty of making accurate estimates because of the variety of definitions and measurements used; (2) the extent of the problem; and (3) reasons for dropping out. In general, dropping out of school limits economic opportunity. Many dropouts recognize this limitation and eventually seek further training. (PS)

Miller, Rima; Corcoran, Thomas B.

Joining Forces. A Team Approach to Secondary School Development.

New Jersey Education Association, Trenton.; Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 113p.
AVAILABLE FROM- Research for Better Schools, 444 N. Third St., Philadelphia, PA, ($35.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Improvement; *Management Teams; *Program Development; *School Effectiveness; Secondary Education; Secondary School Curriculum; *Secondary Schools; Teacher Administrator Relationship; Teamwork
IDENTIFIERS- *Joining Forces Program

This manual is designed to guide the implementation of the Joining Forces Program, a comprehensive improvement process for secondary schools. Implementation of the program requires the cooperative effort of the local school district, state and local education associations, and the administration and staff of participating schools. Joining Forces is a result of a careful review of available research on effective schools and other organizations, studies of the processes of change in secondary schools, and knowledge of exemplary organizational practices. Organizational diagnosis using factors based on research is combined with intensive team building, priority setting, and problem-solving techniques to produce an individualized improvement plan and building commitment to that plan which meets the needs of the total school community. Manual sections discuss: program rationale, principles, and goals; cooperative agreements; orientation; coordinating council formation; creation of the school profile; council retreat; task group formation; action strategy and improvement plan; presentation of plan; implementation; evaluation; and revision and renewal. Sample survey materials are included. (CB)

ED 278 636 SP 028 525

Rockler, Michael J.

Learning Styles: An Anthropological Perspective.

PUB DATE- 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Brain Hemisphere Functions; *Cognitive Style; Educational Anthropology; *Epistemology; *Individual Differences; *Neurological Organization; Teaching Methods

Studies of the brain and of the human culture can be used to demonstrate the limits of traditional approaches (based on psychological perspectives which are often narrow and restrictive) to learning styles and to offer additional perspectives on the complexity of learning. The study of the hemispheres of the brain and its triune nature indicates the limits of traditional approaches to learning style while broadening the scope of understanding of learning. Edward T. Hall, an anthropologist, has devised constructs about time, synchrony and communication which also facilitate comprehension about the nature of the problem. Many kinds of teaching procedures (taken from simulation/gaming and the process of facilitating creative behavior) can be identified to demonstrate ways to suppoort the complex nature of learning and to provide ways for balancing the many dualisms in human nature. (CB)

ED 278 724 UD 025 192

The Facts about Welfare: Being Poor in Massachusetts.

Massachusetts State Dept. of Public Welfare, Boston.

PUB DATE- 85
NOTE- 39p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Demography; Economically Disadvantaged; Family Programs; *Low Income Groups; Poverty; *Poverty Programs; Socioeconomic Status; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; *Massachusetts; Medicaid

There is a great deal of misunderstanding about welfare programs and clients. This booklet attempts to dispel popular misconceptions concerning the Massachusetts Department of Public Welfare (DPW). Using graphs, it provides a demographic profile of welfare recipients. It also provides other statistics about welfare through Aid to Families with Dependent Children. In addition to its primary mission of providing cash assistance and health services to the poor, DPW also operates programs intended to help poor people achieve economic self-sufficiency, including the following: (1) a training, education, and job placement program; and (2) a Child Support Enforcement Program. DPW's goals reflect those of the vast majority of their clients: financial independence for themselves and their families. (LHW)

ED 278 606 SO 017 932

Wendling, Laura M.; And Others
The Effectiveness of a Narrow Social Science Major in Preparing Students to Teach in the Broad Field of Social Studies. Teacher Education Research Center Report Number 86-5.
Washington Univ., Seattle. Teacher Education Research Center.
PUB DATE- Nov 86
NOTE- 16p.; Paper presented at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies (New York, NY, November 14-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Evaluation; *Education Majors; Grade Point Average; Higher Education; *Scores; Secondary Education; *Social Studies; *Teacher Education Programs; Teacher Interns; *Teacher Qualifications

IDENTIFIERS- *University of Washington

This study is based on a concern that secondary education students, when preparing to teach in the broad field of social studies, typically major in a narrowly defined discipline such as psychology, economics, history, or political science. The purpose of this study is twofold: (1) to determine how well students are academically prepared to teach in the broad area of social studies, and (2) to examine students' courses of study to determine patterns of preparation that better prepare them for the student teaching experience. If one assumes that the social studies specialty area examination reflects a broad field of studies, then successful achievement on the test would mean that students are adequately prepared to teach these subjects. However, it is possible that high scores on the National Teacher's Examination (NTE), recorded for the secondary social studies student teachers enrolled in the University of Washington Teacher Education Program, result from completion by these students of nearly twice the required number of courses for the major. Given the results of this study, the rigorous admission requirements for the University of Washington's Teacher Education Program, the preponderance of fifth-year students, and the social studies core requirement, it is reasonable to assume that the narrowly defined academic majors do not present a serious problem for University of Washington students who are preparing to teach in the broader field of social studies. (BZ)

ED 278 669 SP 028 596

Projections. Selected Education Statistics for Pennsylvania to 1989-90.

Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- Sep 85
NOTE- 20p.; Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Colleges; Degrees (Academic); Dropouts; *Educational Finance; Elementary Secondary Education; *Enrollment Trends; Higher Education; *Private Schools; *Public Schools; *School Personnel; Schools of Education; State Surveys; Teacher Certification; Vocational Education
IDENTIFIERS- *Pennsylvania

Statistics are presented on the current status of educational institutions, pupils, and personnel in the State of Pennsylvania. Tables display data on the actual status through 1985 and the projected status through 1989-90 in the following areas: (1) fall enrollments in public and nonpublic schools by grade; (2) vocational education enrollments; (3) fall enrollments in institutions of higher education by enrollment status; (4) higher education fall enrollments expressed as a percent by type of institutional control; (5) selected data on public and nonpublic high school graduates; (6) associate and higher degrees awarded by institutions of higher education by institutional category; (7) number of persons issued Instructional I certificates through teacher-preparing institutions by type of certificate; (8) amount of current and total expenditures for public school districts, area vocational-technical schools, and special schools; (9) current-funds expenditures at institutions of higher education by institutional category; (10) public school professional personnel by function; and (11) selected data related to the public school dropout rate. (JD)

ED 278 684 TM 870 101

Marsh, Herbert W.
Causal Effects of Academic Self-Concept on Academic Achievement: A Reanalysis of Newman (1984).
PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attribution Theory; Correlation; Effect Size; Elementary Secondary Education; Estimation (Mathematics); *Factor Analysis; *Factor Structure; Influences; Item Analysis; Longitudinal Studies; *Mathematical Models; *Mathematics Achievement; Path Analysis; Research Problems; *Self Concept
IDENTIFIERS- *Indicators; LISREL Computer Program; *Newman (R S)

Newman (1984) examined the causal relations between math self-concept and math achievement in an 8-year longitudinal study using Linear Structural Relations (LISREL) analyses. He concluded that math self-concept did not influence subsequent math achievement. However, the study suffered in that math self-concept was inferred from a single-item scale. Newman addressed this problem, proposed a reasonable solution to it, and based his findings on this solution. However, an alternative solution used in the present reanalysis of his data did support the causal influence of self-concept on subsequent achievement. The purpose of this investigation is to demonstrate the problems associated with single-item indicators in LISREL analyses. The study refutes Newman's conclusion that self-concept has no causal influence on subsequent academic achievement, and argues that it is necessary for such studies to have at least two or more indicators for each latent construct. (Author/JAZ)

ED 278 698 TM 870 115

Library Media Specialist Orientation Manual, 1985-86. Tennessee Career Ladder Better Schools Program.
Tennessee State Dept. of Education, Nashville.
PUB DATE- 86
NOTE- 128p.; For related documents, see TM 870 113-116.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Ladders; Competence; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Job Skills; Librarians; *Media Specialists; Observation; *Occupational Tests; Professional Development; *Promotion (Occupational); Questionnaires; Scoring; State Programs; *State Standards
IDENTIFIERS- *Tennessee

This document is an orientation manual for the Library Media Specialist Evaluation System, a part of the Tennessee Career Ladder Better Schools Program. This evaluation system was developed by using the best ideas from educational research and from library media specialists in Tennessee. The system was field tested in the fall of 1985. Contained and described in this report are: (1) fundamental beliefs and principles; (2) levels of the career ladder; (3) domains of competence; (4) competencies and indicators; (5) multiple data sources; (6) evaluation processes for Levels II and III; (7) visits by evaluators; (8) the Tennessee Career Ladder Test; (9) scoring and equating the test; (10) notification of results; (11) rights of the library media specialist; (12) evaluation system instruments; (13) a glossary of terms; and (14) a list of career ladder personnel. (LMO)

ED 278 754 UD 025 332

Miranda, Manuel R., Ed.; Kitano, Harry H. L., Ed.
Mental Health Research and Practice in Minority Communities: Development of Culturally Sensitive Training Programs.
National Inst. of Mental Health (DHHS), Rockville, MD.
REFORT NO.- DHHS-ADM-86-1466
PUB DATE- 86
NOTE- 240p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- American Indians; Blacks; *Clinical Diagnosis; Counseling; Counselor Attitudes; *Cross Cultural Training; *Cultural Influences; Hispanic Americans; Mental Health; *Mental Health Programs; *Minority Groups
IDENTIFIERS- Pacific Islanders

Ten studies concerned with developing culturally sensitive programs for mental health treatment of American minority groups are presented. Chapters 1-5 discuss variables to be considered when creating such programs. Work in cross-cultural settings has raised questions about the validity of some of the newly developed psychiatric diagnostic criteria, as represented in the Diagnostic Statistical Manual III, when applied to culturally distinctive groups. Research is presented to demonstrate major variations in symptom presentations and "illness discourses," challenging the assumption that specific symptoms will be uniformly associated with diagnostic entities across cultures. Specific cultural variations and treatment needs are discussed for American Indians, Blacks and

Mexican Americans. Chapters 6-10 represent the work of mental health clinicians and administrators who draw from their experience treating Hispanics. Asians, Pacific Asians, and people from Cuba, Haiti, Puerto Rico, and the Bahamas. Emphasis is on delivery of services and the relationship between provider and recipient, both of which factors can be modified to use aspects of the client's culture and therefore treat him or her more effectively. Extensive lists of references are included. (PS)

ED 278 637 SP 028 531

Rydell, Lars H.; And Others
Teacher Recruitment and Retention in Maine.
Maine State Legislature, Augusta. Office of Policy and Legal Analysis.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 86
NOTE- 114p.; Prepared for the Joint Standing Committee on Education.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Faculty Mobility; *Job Satisfaction; *Teacher Characteristics; *Teacher Persistence; *Teacher Recruitment; Trend Analysis
IDENTIFIERS- *Maine

The focus of this study was to develop background information on the issue of recruiting individuals into the teaching profession, and to determine the areas of satisfaction and dissatisfaction which influence whether teachers choose to remain in the profession. A questionnaire survey was conducted of three different samples in Maine--active teachers currently employed in public, elementary, and secondary schools; former teachers who had left teaching in the past two years; and college-bound high school seniors. Following a review of literature on teacher recruitment and retention, and a description of the methodology used in the study, chapters provide information on: (1) personal and professional characteristics of teachers in Maine; (2) factors that attract teachers to teaching; (3) levels and sources of satisfaction and dissatisfaction in the teaching profession; (4) teacher turnover rates; and (5) career goals of high school students. Appendices include sample letters to study participants and copies of the questionnaires. (JD)

ED 278 653 SP 028 557

Freeze, Chester R.; And Others
Reform Policies, Procedures and Standards for the Approval of Teacher Education Programs in South Carolina.
PUB DATE- 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (67th, Houston, TX, February 15-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; *Educational Change; Higher Education; Minimum Competency Testing; Preservice Teacher Education; Program Effectiveness; *Program Evaluation; *State Standards; *Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *South Carolina

This paper explains some of the policies, procedures, and standards now in effect as a result of educational reform efforts within the State of South Carolina. Approval of a teacher education program is based on a comprehensive evaluation incorporating the National Association of State Directors of Teacher Education and Certification (NASDTEC). An explanation of the evaluation process is presented. Three instruments implemented to improve overall quality of education in South Carolina are: the Assessments of Performance in Teaching, the South Carolina Education Entrance Examination (EEE), and the National Teacher Examination. A description of the use of these instruments and the purpose of each are discussed in some detail. A brief description of the basic areas assessed by the EEE (which covers writing, reading, and mathematics) is included. A list is provided of minimum required scores on the appropriate teaching area examination. A discussion is presented on the lessons learned from teacher education reform in South Carolina. (JD)

ED 278 712 TM 870 142

Stufflebeam, Daniel L.
Center on Student Testing, Evaluation, and Standards Setting. Research and Development Mission. Final Performance Report.
Western Michigan Univ., Kalamazoo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 85
NOTE- 126p.
GRANT- PA-84-3
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Standards; Adaptive Testing; Computer Assisted Testing; Consortia; *Educational Testing; *Long Range Planning; Personnel Selection; Program Development; *Program Proposals; Psychometrics; *Research and Development Centers; Research Needs; Test Results; Test Use
IDENTIFIERS- Boston College MA; *Center on Student Testing Evaluation and Standards; Dallas Independent School District TX; University of Kansas; Western Michigan University

A consortium of four institutions, based at Western Michigan University, was to plan a Research and Development Center on Student Testing, Evaluation, and Standards Setting. The four consortium sites are Boston College, the Dallas Independent School District, the University of Kansas, and Western Michigan University. This report is a final performance report for the planning grant made to Western Michigan University by the National Institute of Education. The first section provides a summary of the planning activities actually conducted under the grant. It includes a description of particular problems and successes, a list of participants and their affiliations, and an evaluation report for the planning project. The second section is a technical report on the Research and Development (R and D) mission for the Center. It updates the mission and strategy statement contained in the planning grant application and includes an agenda, with supporting justification for R and D within the Center's mission. The third section contains a futures paper, as required by the grant announcement. It is intended for practitioners and researchers and describes work needed in the mission area of the Center to accomplish desirable goals by 1990. A 16-page bibliography of sources used in the planning project and supporting documentation for particular parts of the planning project are appended to this performance report. (JAZ)

ED 278 725 UD 025 204

Comprehensive Education Plan, School Year 1985-86.

District of Columbia Public Schools, Washington, D.C. Research Information Center.

PUB DATE- 85

NOTE- 454p.; Photographs, pages 273-274, will not reproduce clearly. For the 1986-87 plan, see UD 025 205.

LANGUAGE- English

EDRS Price - MF01/PC19 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Administrative Organization; *Educational Objectives; *Educational Planning; Elementary Secondary Education; Instructional Leadership; Long Range Planning; *Management by Objectives; Organizational Objectives; *Quality Control; Resource Allocation; Teacher Education Programs

IDENTIFIERS- *District of Columbia Public Schools

The administration of the District of Columbia Public Schools has developed a plan for coping with the issues of the 1985-86 school year and achieving long range objectives for the period 1983-87. An outline of the 29 steps of the planning process explaining the input of each relevant division and office, togetyher with a timelines chart, is provided. Promoting a viable and comprehensive instructional program for pre-kindergarten through 12th grade will require progress in the following priority areas: instruction, management, planning, quality assurance, resource development, and relations with the community and the Board of Education. Each of those areas has been analyzed and divided into steps called achievement indicators. Responsibility for each indicator is assigned to an appropriate office within the governing structure. Charts are included which illustrate how far each office has come towards fulfilling the relevant goals. The district will emphasize progress in such areas as: 1) attendance improvement; 2) educational technology; 3) automation of key management functions; 4) mathematics and science instruction; 5) gifted and talented education; 6) foreign language instruction; 7) guidance and counseling; and 8) enhanced secondary school instruction. Monetary and professional incentives, training courses and mentor programs are among the measures designed to improve the quality of instruction overall. (PS)

ED 278 740 UD 025 316

Margolin, Ilene; And Others
A New Social Contract: Rethinking the Nature and Purpose of Public Assistance. Report of the Task Force on Poverty and Welfare.
New York State Dept. of Social Services, Albany.
PUB DATE- 11 Dec 86
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - General (140)
DESCRIPTORS- *Economically Disadvantaged; *Economic Development; Labor Market; Poverty; *Public Policy; *State Government; Unemployment; Welfare Recipients
IDENTIFIERS- *New York

This report highlights the interconnectedness of welfare reform and broader strategies concerning the economy, education, and the conditions of work. Recommendations are presented for policies that would help working poor families avoid dependence on welfare. The report is divided into five chapters. Chapter I summarizes major findings and presents recommendations, to achieve two goals: (1) to make individual self-sufficiency possible through a dynamic economy and a productive labor force; and (2) to approach welfare reform in the larger context of work and the economy. Chapter 2 examines national poverty data to identify who is poor and why. Chapter 3 discusses the importance of economic policies in fighting poverty. Chapter 4 considers specific proposals for reforming welfare and facilitating the transition from welfare to work. Finally, Chapter 5 outlines a strategy for moving toward a new "social contract" based on the mutual responsibilities of citizens and society. (KH)

ED 278 621 SP 028 444

Shreeve, William C.; And Others
Substitute Teachers: The Professional Contradiction.
PUB DATE- 83
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Job Satisfaction; Peer Relationship; *Self Concept; *Substitute Teachers; *Teacher Attitudes; *Teacher Morale; Teaching Conditions

The substitute teacher's public image was investigated by means of an informal survey of part-time and full-time teachers in Washington. Survey results revealed that working conditions appeared to be the largest factor in damaging the self-image of most substitute teachers. The majority of full-time teachers and administrators surveyed were unaware of substitute teachers' problems and contended that substitute teachers were valued as emergency personnel. Suggestions for improving the self-image of substitute teachers included: orientation programs; positive self-talk; redefinition of goals (on the part of substitute teachers); and socialization with other teachers. (Author/CB)

ED 278 670 SP 028 597

Bartolini, Leandro
Illinois Teacher Supply and Demand, 1984-1985.
Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.
PUB DATE- Sep 85
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Employment Patterns; *Faculty Mobility; *Public School Teachers; State Surveys; Teacher Shortage; *Teacher Supply and Demand; *Trend Analysis
IDENTIFIERS- *Illinois

Statistics are presented on the current status of teacher supply and demand trends in Illinois. This report reviews and discusses the factors affecting teacher supply and demand, changes in student enrollment, teacher retirements, changes in state mandates, and opportunity for employment. An analysis of the data collected on teacher employment results in the following conclusions: (1) a long-time trend of decreasing supply and demand for teachers in Illinois has ended; (2) critical teacher shortages will occur only if demand continues to increase and the supply of new teachers and those in the reserve pool fail to materialize to meet the increase in demand; (3) differences exist in the supply/demand balance of individual teaching specialties as well as in different geographic locations; (4) moderate shortages exist in the fields of special education, mathematics, natural sciences, foreign languages, and bilingual education; (5) increases in student enrollment are expected to create a moderate, but temporary, need for additional teachers; (6) state mandates will create an immediate need for reading specialists, preschool teachers, and kindergarten teachers; and (7) the supply of new teachers and the reserve pool of experienced teachers is expected to be sufficient to prevent a critical teacher shortage in Illinois during the next two to four years. (JD)

ED 278 685 TM 870 102

Marsh, Herbert W.
The Big-Fish-Little-Pond Effect on Academic Self-Concept.
PUB DATE- 8 May 86
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability Grouping; Academic Ability; *Academic Achievement; Analysis of Variance; *Attribution Theory; Blacks; Correlation; Foreign Countries; *Grade Point Average; High Schools; Influences; Longitudinal Studies; Mathematical Models; Path Analysis; School Role; *Self Concept; *Self Esteem; Self Evaluation (Individuals); *Socioeconomic Status; Whites
IDENTIFIERS- Australia; *Youth in Transition Project

Marsh and Parker (1984) described the big-fish-little-pond effect (BFLPE) whereby equally able students have lower academic self-concepts in high-ability schools than in low-ability schools. The present investigation, a reanalysis of the Youth in Transition data, supported the generality of the earlier findings and demonstrated new theoretical implications of the BFLPE. First, differences in the academic self-concepts of black and white students, sometimes assumed to represent response biases, were explicable in terms of the BFLPE. SEcond, equally able students earned higher grades in lower-ability schools. This frame-of-reference effect for grades was distinct from, but contributed to, the BFLPE for academic self-concept. Third, a longitudinal analysis demonstrated that academic self-concept had a direct effect on subsequent school performance beyond the effects of academic ability and prior school performance. About one-quarter of this effect could be explained in terms of the BFLPE. Six pages of references, tabulated data, and the models showing the cause-effect relationship of various factors follow the report. (Author/JAZ)

ED 278 699 TM 870 116

Teacher Orientation Manual, 1985-86. Tennessee Career Ladder Better Schools Program.

Tennessee State Dept. of Education, Nashville.

PUB DATE- 85
NOTE- 150p.; For related documents, see TM 870 113-115 and ED 265 142.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Ladders; Competence; Educational Certificates; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Inservice Teacher Education; Observation; *Occupational Tests; Questionnaires; Scoring; State Programs; *State Standards; Teacher Effectiveness; *Teacher Evaluation; *Teacher Promotion
IDENTIFIERS- Tennessee

This manual is designed to provide Tennessee teachers with the information needed to understand the revised Career Ladder Evaluation System and prepare them for the evaluation at Career Levels I and II. It includes the following information: (1) improvements in the revised version (1985-86); (2) fundamental beliefs and principles; (3) levels of the career ladder; (4) domains of competence; (5) competencies and indicators; (6) multiple data sources; (7) evaluation process for Levels II and III; (8) Career Ladder Tests; (9) scoring and equating; (10) notification of results; (11) rights of the teacher; (12) the 12 evaluation system instruments; (13) special population adaptations; (14) vocational education adaptations; (15) a glossary of terms; and (16) a list of career ladder personnel. (JAZ)

ED 278 755 UD 025 333

Safety Net Programs: Are They Reaching Poor Children? A Report of the Select Committee on Children, Youth, and Families. U.S. House of Representatives, Ninety-Ninth Congress, Second Session, Together with Dissenting Minority Views (September 1986).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- Sep 86

NOTE- 347p.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Numerical/Quantitative Data (110)

DESCRIPTORS- *Adolescents; *Children; Federal Programs; Health; *Hunger; *Low Income Counties; Minority Groups; Nutrition; *Poverty; Public Support; *Welfare Services

IDENTIFIERS- Aid to Families with Dependent Children; Congress 99th; Project Head Start; Special Supplemen Food Program Women Infants Child

This report focuses on programs for low-income children, covering health, nutrition, education and income maintenance. The number of children below the poverty line in each United States county, using 1980 Census data, was compared with the number of impoverished children reached in 1984 by three critical programs: Aid to Families with Dependent Children (AFDC), Head Start, and the Special Supplemental Food Program for Women, Infants, and Children (WIC). Findings include the following: (1) three million more children have become impoverished since 1979; (2) programs are not available to most impoverished children; (3) existing programs are reaching a lower percentage of impoverished children than before the increase in poverty; (4) counties with the highest child poverty are not getting important children's programs; (5) there are wide disparities among states serving impoverished children; and (6) impoverished children are losing income supports. Included are statistics demonstrating the findings and dissenting minority views. (PS)

ED 278 607 SO 017 937

Davis, Richard
News Coverage of American Political Institutions.
PUB DATE- Aug 86
NOTE- 23p.; Paper presented at the Annual Meeting of the American Political Science Association (Washington, DC, August 28-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Federal Government; *Mass Media; *Media Research; *News Media; News Reporting; Politics; Presidents of the United States; Public Policy
IDENTIFIERS- Congress; Supreme Court

Since the classic Columbia University studies conducted in the 1940s, the role of the mass media in modern U.S. politics has been the subject of debate among political scientists. This paper contributes to that debate by examining news media coverage of American national political institutions: the presidency, Congress, and the Supreme Court. A content analysis is employed to offer a descriptive portrayal of news coverage of these political institutions. The conclusion was made that much of the news content is directly or indirectly related to the president--his actions, decisions, and policy initiatives. Public policy discussion dominated the news content, though varied in level of intensity across the three institutions. The divergences in the news portrayal across institutions continued in emphasis on conflict in the story and a supposed tendency to personalize national government news. Generalizations about news coverage about national government must be qualified by the nature of the institution and the nature of the medium. (Author)

ED 278 622 SP 028 449

Beginning Teachers: A Curricular Approach.
Frederick County Board of Education, Md.
PUB DATE- 15 Dec 86
NOTE- 74p.; Paper presented at the National Staff Development Conference (Atlanta, GA, December 15, 1986).
AVAILABLE FROM- Board of Education of Frederick County, Staff Development, 115 East Church Street, Frederick, MD 21701, Attn: Judy I. Thompson ($3.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Program Development; *Staff Development; *Teacher Orientation; Teacher Workshops
IDENTIFIERS- *Beginning Teacher Induction; Maryland (Frederick County)

An overview is presented of the beginning teacher program in the Frederick County (Maryland) schools. The focus of the program is on three concerns: (1) the problems of beginning teachers as perceived by themselves and others; (2) the kinds of support efforts that presently exist; and (3) implications for the future development of support programs for teacher induction. The program consists of a four-day preschool workshop which focuses on curriculum, a one day follow-up workshop held during the school year, two days of observation to be used by the new teacher for instructional improvement, and a support seminar which is available for college graduate credit or Maryland State Department of Education workshop credit. Descriptions are given of each of these program components and are accompanied by materials used to supplement the program, and by schedules and agendas for each component. (JD)

ED 278 638 SP 028 534

Proceedings of the Annual Southwest Park & Recreation Training Institute (31st, Kingston, Oklahoma, February 2-5, 1986).

Texas Tech Univ., Lubbock. Dept. of Park Administration and Landscape Architecture.

PUB DATE- Feb 86

NOTE- 66p.

AVAILABLE FROM- J.W. Kitchen, PALA Dept., Texas Tech University, Lubbock, TX 79409 ($8.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Community Recreation Programs; Conflict Resolution; *Conservation (Environment); *Long Range Planning; *Parks; Public Relations; *Recreational Facilities; *Recreationists; Safety

Brief summaries are presented of the topics discussed at the general session of the conference. These include: the national park service, risk management/occupational safety and health, liability and legal problems, and maintenance of homeostasis-rational self-counseling. The following workshop sessions are also summarized: (1) Principles of Risk-Management; (2) Leaving Your Job--There Is Life After; (3) PRICE (Public Relations, Ideally Cost Effective); (4) Computer Graphics Applied to Park Planning and Design; (5) Help for the Small Community; (6) Planning by LSU Researchers; (7) Drugs, Sex and Advertising; (8) Controlling Abusive Use of Department Resources; (9) A Perceptive Review of Landscape Architecture in China; (10) Concrete Is Not Just Concrete; (11) Weathermatic Service Seminar on Irrigation Equipment; (12) Parks Profit from Federal and State Teamwork; (13) Implementing Employee Fitness Programs; (14) Parks and Water--Managing Parks with Lakes; (15) Office Automation and Computerization: The Biggest Threat to Middle Management since Proposition 13; (16) Conflict Management; (17) Work Management Systems That Really Work; and (18) Revenue Producing Facilities. (JD)

ED 278 654 SP 028 562

King, Robert L.
Integrating School Evaluation with Inservice Education: A Paradigm for Staff Development.
PUB DATE- Feb 87
NOTE- 30p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Elementary Education; *Improvement Programs; *Inservice Teacher Education; Program Effectiveness; *Program Evaluation; *Self Evaluation (Groups); *Self Evaluation (Individuals); Teacher Attitudes

Using suggested guidelines for the improvement of inservice programs benefits," the process of the school evaluation was viewed as a form of staff education program was designed. In lieu of the idea that "team based problem solving can give individual teachers significant staff development benefits," the process of the school evaluation was viewed as a form of staff development or inservice education. The school evaluation/inservice education model providing means of evaluating elementary school programs incorporates five phases: (1) psychological readiness for change; (2) development of self-assessment skills and procedures; (3) examination of evaluative criteria for school improvement; (4) formation of external evaluation teams consisting of three classroom teachers, one special teacher, one school administrator; and (5) designing a follow-up questionnaire. This year-long self-study program assessed buildings, administration, curriculum, and staff and support services at an elementary school in Pennsylvania. The Attitude Toward Inservice (ATI) instrument was administered at the beginning and end of the program. The Level of Use (LoU) instrument was administered at the end of the program. This paper describes the development and implementation of the program, and discusses the results as revealed by responses to the ATI and LoU measurement instruments. A copy of the ATI instrument is appended as well as a graphical depiction of the over-all LoU. (JD)

ED 278 713 TM 870 143

Cooperman, Saul; Bloom, Joel
Getting the Most from the New Jersey HSPT: A Practical Guide to Resolving Curriculum Design and Delivery Problems.
Center for Teaching/Learning of Mathematics, Framingham, MA.

PUB DATE- Jun 85
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Achievement Tests; Boards of Education; *Competence; *Curriculum Development; *Curriculum Problems; Educational Improvement; Graduation Requirements; High Schools; Quality Control; School Districts; *Secondary School Curriculum; State Programs; Teaching Methods; Testing Programs; *Test Results
IDENTIFIERS- *Curriculum Alignment; Curriculum Mapping; New Jersey Department of Education; *New Jersey High School Proficiency Test

The New Jersey State Department of Education adopted the High School Proficiency Test (HSPT) as a high school graduation requirement beginning with the ninth grade class of 1985-86. This document is a tool to support educators in making the necessary curriculum modifications to improve basic skill mastery and student achievement on the HSPT. It shows how to use the HSPT data to form successful instructional/curricular changes. Curriculum design and delivery problems are discussed. The following procedures are recommended for dealing with possible design problems: (1) focus on the low HSPT scores missed by most learners, (2) locate the test content in the curriculum content, (3) place the analysis in a usable format, (4) monitor the implementation of the alignment, (5) organize staff development workshops, and (6) implement instructional strategies. Curriculum mapping, a record keeping system to assess teaching content, should be used after design problems have been resolved to deal with delivery problems (problems when a teacher does not teach something that was supposed to be taught). The following are recommended procedures for curriculum mapping: (1) examine the HSPT for continuing low pupil scores; (2) determine where curriculum content should be taught; (3) develop curriculum maps; (4) indicate topics and time teachers spent; (5) analyze the mapping data; (6) formulate instructional interventions; (7) make instructional interventions; and (8) evaluate instructional interventions. (JAZ)

ED 278 726 UD 025 205

Comprehensive Education Plan, School Year 1986-87.

District of Columbia Public Schools, Washington, D.C. Research Information Center.

PUB DATE- 86
NOTE- 327p.; Photographs may not reproduce clearly. Insert, pages 68-69, contains small print. For the 1985-86 plan, see UD 025 204.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; *Educational Objectives; Educational Planning; Elementary Secondary Education; Instructional Leadership; *Long Range Planning; *Management by Objectives; Needs Assessment; Organizational Objectives; Resource Allocation; School Supervision
IDENTIFIERS- *District of Columbia Public Schools

The Board of Education and the administration of the District of Columbia Public Schools cooperated to compose a five-year plan for the 1983-87 school years. Long range and intermediate objectives of the plan are described and the offices accountable for them are indicated. The program for the 1986-87 school year is extracted from those objectives. This one-year plan details each office's responsibilities in contributing to improvement in the following priority areas: instruction, management, planning, quality assurance, resource development, and relations with the community and Board of Education. Timelines for the development of the plan together with an outline of the 27 steps in the planning process explaining responsibilities of all relevant divisions and offices are provided in an insert to the document. Also included is the District's blueprint of priorities for the 1988-92 multi-year plan. That five-year plan will emphasize progress in : 1) instruction and curriculum; 2) personal and social issues, including self-image, citizenship education, and drug abuse; 3) educational services and co-curricular activities, including counseling, professional development, attendance, and athletics; and 4) management, including school leadership, personnel procedures, secondary school improvement, and computerized management. (PS)

ED 278 741 UD 025 318

Wehrly, Bea; Nelson, William
The Assimilation and Acculturation of Indochinese Refugees into Illinois Schools.

PUB DATE- Oct 86
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Acculturation; *Asian Americans; *Culture Conflict; Elementary Secondary Education; Family Influence; *Indochinese; *Learning Problems; *Refugees; Student Needs
IDENTIFIERS- *Illinois

This report summarizes returns from a 1986 mail survey of 304 Illinois school districts enrolling Indochinese refugee children. Two questionnaires were used, the first focusing on the cultural integration and the second on the academic success of Indochinese refugee children in Illinois schools. The three cultural differences (out of a possible 14) that were selected as having the most potential for causing conflict were: (1) language differences--learning English; (2) different rate of assimilation between parents and children, creating family conflict; and (3) behavioral differences due to cultural differences. Respondents also listed family conflicts, differences in learning style and education system, and social relationships as areas of potential conflict. Among the many possible problems for Indochinese refugee children as they attempt to succeed academically, those listed most frequently were: no official school records; reliance on classroom lecture rather than textbook; and shyness or inappropriate smiling. Most of the report is devoted to summarizing respondents' discussion of problems and their suggestions for improvement of Indochinese refugee education. Also discussed are school officials' ratings of the refugees' assimilation into American culture and of the typical child's academic success, age ranges of the refugee students, services and materials for the refugee students, sources of funding for services and materials, and research needs. Three appendices include the survey instruments used in the Illinois study and a telephone questionnaire used in a similar study conducted in 1980 in California, as well as supplementary information concerning Southeast Asian refugees. (KH)

ED 278 671 SP 028 602

Anderson, Nancy A.
Effects of Early Field Experience on the Attitudes of Elementary Preservice Teachers.
PUB DATE- Jan 87
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Career Choice; *Education Majors; Elementary Education; Elementary School Teachers; *Field Experience Programs; Higher Education; Preservice Teacher Education; *Student Attitudes; Student Teaching; *Teaching Conditions
IDENTIFIERS- *Early Field Experience
This study sought to determine the effects of early field experience on the attitudes of elementary preservice teachers toward the career of teaching and the teaching environment of the elementary school. Participants in the study were 95 elementary teacher education students enrolled in an internship program at the University of South Florida in which they were assigned to observe/assist in elementary school classrooms two mornings a week for 11 weeks, supervised by their university professors. They also met in a once-a-week seminar conducted by their assigned professor. Pretest and posttest data were collected by means of an instrument using the semantic differential. Included were items on their desire to pursue a teaching career, their ability to teach, their familiarity with present-day schools, and their preference to teach in either lower elementary or higher elementary levels. Findings revealed a slight decrease in desire to pursue a career as an elementary teacher. However, it was concluded that the attitudes of elementary preservice teachers toward the career of teaching and the environment of teaching was strongly positive. It was also concluded that the students' awareness of the school environment neither positively nor negatively affected their attitudes toward the concepts of teaching and elementary schools. (JD)

ED 278 686 TM 870 103

Lather, Patti
Issues of Data Trustworthiness in Openly Ideological Research.
PUB DATE- Apr 86
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Construct Validity; *Credibility; *Data; Educational Research; *Models; *Research Methodology; Social Change; Social Science Research; Theories; *Validity; Values
IDENTIFIERS- *Empirical Research

This paper focuses on issues of data trustworthiness in praxis-oriented empirical work, research openly committed to the building of a world in which we can all flourish. The central argument is that those exploring the possibilities for a change-enhancing advocacy paradigm for doing empirical research in the human sciences must begin to be more systematic about establishing the trustworthiness of data. There are two assumptions basic to the argument: (1) that we are in a postpositivist period in the human sciences, a period marked by methodological and epistemological ferment, and (2) that explicitly value-based emancipatory research has an important voice to add to that ferment. After an overview of the postpositivist era, the heart of the paper focuses on three issues raised when attempting to articulate empirical accountability in praxis-oriented work: (1) the tension between advocacy and scholarship; (2) the relationship between theory and data; and (3) the criteria which can be brought to bear in judging the quality of research designed not only to understand, but also to change the maldistribution of power and resources which underlies our society. A five-page bibliography concludes the document. (LMO)

ED 278 700 TM 870 117

Kerstiens, Gene

Time-Critical Reading Comprehension Tests and Developmental Students.

PUB DATE- Apr 86

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Community Colleges; *Developmental Studies Programs; Higher Education; *Reading Comprehension; Reading Difficulties; *Reading Tests; Remedial Reading; Response Style (Tests); Scores; Student Behavior; Student Placement; *Testing Problems; *Timed Tests

IDENTIFIERS- *Speededness (Tests)

This study investigated the effect of timed testing on developmental students' scores and developed data that might better reveal students' reading and testing behaviors. Three tests were administered to provide six variables, including the Cooperative English Test, Form 1A (Coop 1A); Cooperative English Test, Form 1B (Coop 1B); and Degrees of Reading Power, PA-2. Subjects were 95 students in four community college developmental reading classes conducted during the fall 1984 semester. Results showed that the relationship between developmental students' scores on untimed reading tests is positive. However, the correlations between scores on a time-critical reading comprehension test and two untimed reading tests are negligible, and these low correspondences are attributable to the timing variable. Timing or the speed set it elicits not only effects scores, but also the manner in which a test measures. It was learned that developmental students' scores on a time-critical test are profoundly affected by students' speed of response. It is apparent that time-critical reading comprehensive tests, which critics view as unsuitable for student populations as a whole, are even less appropriate for developmental students whose rate behaviors are comparatively slower. (LMO)

ED 278 756 UD 025 335

A Model for Multicultural Education in the Basic Skills: A Curriculum Infusion Model for Multicultural Education Student Learning Outcomes.

Washington Office of the State Superintendent of Public Instruction, Olympia. Office for Equity Education.

PUB DATE- 76

NOTE- 24p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Basic Skills; Cultural Awareness; Curriculum Development; *Educational Objectives; Elementary Secondary Education; *Multicultural Education; Outcomes of Education

IDENTIFIERS- *Washington

This manual offers a multicultural basic skills curriculum for Grades K-12 in Washington State schools, and provides student learning goals. A brief introduction describes the curriculum model and defines multicultural education as a perspective and process which can be integrated with any of the basic skill content areas. The remainder of the paper consists of charts organized around subject area (language arts, mathematics, social studies, and reading) and four grade levels (primary K-3, intermediate 4-6, middle 7-9, and high school 10-12). General goals, focusing on the student's acquisition of knowledge, skill, and values, and student learning goals at each level are listed. (KH)

ED 278 608 SO 017 946

Wheeler, Russell R.
The Writing and Ratification of the U.S. Constitution: A Bibliography. Education and Training Series.
Federal Justice Center, Washington, DC.
REPORT NO.- FJC-ETS-86-4
PUB DATE- 86
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Citizenship; *Civil Liberties; Civil Rights; *Constitutional History; Constitutional Law; *Federal Government; Governmental Structure; Justice; Laws; Slavery
IDENTIFIERS- *United States Constitution

This bibliography focuses on the origins and development of the United States Constitution. This single bibliography is organized into two versions: (1) The Abbreviated Bibliography provides a long catalog of some major sources for a basic understanding of the events and ideas of the writing and ratification of the Constitution; and (2) the Extended Bibliography presents a more extensive list of works arranged into topical sections. The sections are (1) "The American Constitution: Bibliographies and General Treatments," (2) "Original Text and Writings," (3) "What Happended in 1787 and in the Years Before and After, and Why?" (4) "What Kind of People Wrote, Ratified, or Opposed the Constitution?," (5) "The Ideas of the Constitution," (6) "Specialized Treatments of Structural Components," (7) "Civil Rights and Civil Liberties," (8) "Other Provisions," (9) "Calls for Revisions in or Alternatives to the Constitution," and (10) "Nineteenth and Twentieth Century Constitutional History." The bibliography concludes with a chronology of the Founding Period. (KWL)

ED 278 623 SP 028 456

Sermat, Vello; Grant, Debra A.
An Exploration of the Interpersonal Relationships, Health-Related Behavior and Physical and Mental Health of Finnish University Students. Research Bulletin 64.
Helsinki Univ. (Finland). Dept. of Education.
REPORT NO.- ISBN-951-45-4083-2
PUB DATE- 86
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Foreign Countries; Higher Education; *Interpersonal Relationship; *Loneliness; *Mental Health; *Physical Health; Student Attitudes; *Student Behavior
IDENTIFIERS- Finland

This study investigated the relationship between loneliness, social risk-taking, health-related behavior, and physical and mental health in 91 first-year Finnish university students. Data were obtained from two instruments: the Differential Loneliness Scale (DLS) and the Social Risk-Taking Scale (SRT). The DLS measures individuals' satisfaction with interpersonal relationships in four areas--romantic-sexual, friendships, and familial and community relationships. The SRT assesses the degree of comfort experienced by an individual in a variety of social situations. The results indicated a moderate relationship between the DLS, the SRT scales, and a self-rated loneliness measure on the one hand and a mental health index on the other. Social psychological variables were found to be more closely linked to mental health than physical health, and the relationships were generally stronger for females than for males. (Author/JD)

Weinberger, Helene; Didham, Cheryl K.
Helping Prospective Teachers Sell Themselves: The Portfolio as a Marketing Strategy.
PUB DATE- Feb 87
NOTE- 8p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (67th, Houston, TX, February 15-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Employment Interviews; Higher Education; *Portfolios (Background Materials); Preservice Teacher Education; Resumes (Personal); *Student Teachers; *Teacher Employment
IDENTIFIERS- Bowling Green State University OH

Education majors at Bowling Green State University (BGSU) in Ohio are required to complete a credential portfolio prior to their final evaluation conference. At this conference the cooperating teacher, student teacher, and supervisor meet and discuss the completion of student teaching competencies. The portfolio contains evidence of completion of certian performance objectives. This portfolio is ungraded and is designed and compiled in any way the student wishes. Certain items must be included, but the finished product is for the student's benefit and is to be used as an interview device. Because BGSU is well known for this portfolio requirement and many school representatives visit the campus each year, a survey was conducted to obtain feedback from them on the value of the portfolio. Responses were highly favorable and the university was urged to continue its use. A list of the items required in the student teacher portfolio for elementary and secondary majors is included in this report. (JD)

ED 278 742 UD 025 320

Betts, Doris; White, Jessie L., Jr.
Halfway Home and a Long Way To Go. The Report of the 1986 Commission on the Future of the South.
Southern Growth Policies Board, Research Triangle Park, N.C.
PUB DATE- 14 Nov 86
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Change Strategies; *Economic Progress; Employment Opportunities; *Futures (of Society); Government Role; *Public Policy; *Social Change; Technological Advancement
IDENTIFIERS- *United States (South)

This report was produced to mobilize support for those public policies and public-private partnerships which will increase the per capita income and reduce poverty and unemployment for Southerners. The Commission on the Future of the South developed the following 10 regional objectives to be attained for all southerners by 1992: (1) provide a nationally competitive education for all southern students; (2) eliminate adult functional illiteracy; (3) prepare a flexible, globally competitive work force; (4) strengthen society as a whole by strengthening at-risk families; (5) increase the economic development role of higher education; (6) increase the South's capacity to generate and use technology; (7) implement new economic development strategies aimed at home-grown business and industry; (8) enhance the South's natural and cultural resources; (9) develop pragmatic leaders with a global vision; and (10) improve the structure and performance of state and local governments. This report details these objectives, concluding that if they are not addressed, the South will stand still while a bustling world economy moves into the next century and leaves its citizens behind. (LHW)

ED 278 655 SP 028 565

Barbour, Chandler; Holmes, Edward W.
Using Journals and Interviews To Study the Induction Process of Beginning Teachers.
PUB DATE- 26 Feb 87
NOTE- 16p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Boston, MA, February, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; Higher Education; *Interviews; *Personal Narratives; Preservice Teacher Education; *Program Development; *Student Teachers; Teacher Education Programs; *Teaching Experience
IDENTIFIERS- *Beginning Teacher Induction; *Student Journals

The investigators in this preliminary study (currently underway at the University of Towson, Maryland) used the experiences of preservice elementary teachers as revealed by their journals and interviews to obtain insights that will enable them to develop a more satisfactory and professional induction to teaching for beginning teachers. A content analysis of journals that subjects kept during their teaching experience revealed recurring patterns in the areas of: (1) attitude toward work; (2) view of teaching; (3) personal relations with colleagues and children; (4) practical skills; (5) commitment to teaching; and (6) self-assessment. A discussion is presented of the patterns of change that appeared to occur as the students progressed through the student teaching experience. It is posited that if a precise determination can be made of what happens to preservice teachers in their college and university training, it may be possible to better assist beginning teachers in their process of induction into the world of work. Also, if a more precise determination can be made of what happens to beginning inservice teachers in their induction process, it may be possible to develop better teacher education programs. (JD)

ED 278 687 TM 870 104

Thornell, John; Jones, Reid

The College Admissions Equation: ACT Scores Versus Secondary School Grade Performance.

PUB DATE- Nov 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Admission Criteria; *College Admission; *College Entrance Examinations; College Freshmen; Correlation; Declining Enrollment; Enrollment Trends; Grade Point Average; *Grade Prediction; Higher Education; High Schools; *Predictive Validity; *Predictor Variables; Regression (Statistics)
IDENTIFIERS- American College Testing Program; Mississippi State University; Scholastic Aptitude Test

This study examined the value of the American College Testing Program (ACT) and secondary school performance as predictors of academic performance in college. Multiple regression was used to establish a prediction equation for grade-point average (GPA) at the end of the first term of the freshman year as the dependent variable and ACT and high school percentile rank as predictor variables. The sample was composed of 100 entering freshmen at a small state university in Mississippi. Subjects were picked at random from an alphabetical listing of the population of 585 entering freshmen in 1980. Records in the University Registrars Office were used to acquire information on the variables being studied. Results showed significant correlations between high school rank and GPA as well as between ACT and GPA. The subtests of the ACT were also significantly related to GPA, but none as highly correlated as the composite ACT. Although the ACT did contribute to the prediction equation, secondary school performance was a better predictor than the ACT composite using first semester freshman GPA as a dependent variable. In view of these findings, changes in the admissions policies for public universities in Mississippi are recommended. (LMO)

ED 278 701 TM 870 118

Shusman, Elizabeth J.; And Others
A Cross-Validation Study of Police Recruit Performance as Predicted by the IPI and MMPI.
PUB DATE- 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Behavior Patterns; Comparative Testing; Correlation; Interviews; *Job Performance; Measurement Techniques; *Personality Measures; *Police Education; Postsecondary Education; *Predictive Validity; *Psychological Testing; Questionnaires; Test Validity
IDENTIFIERS- *Inwald Personality Inventory; *Minnesota Multiphasic Personality Inventory

Validation and cross-validation studies were conducted using the Minnesota Multiphasic Personality Inventory (MMPI) and Inwald Personality Inventory (IPI) to predict job performance for 698 urban male police officers who completed a six-month training academy. Job performance criteria evaluated included absence, lateness, derelictions, negative reports, positive reports, assignment to restricted duty, and two supervisory ratings. The subjects were randomly divided into analysis (n=421) and cross-validation samples (n=277). Equations based on the IPI alone accurately identified a minimum of two out of three officers on 75 percent of the performance criteria studied. In contrast, only 38 percent of the MMPI prediction equations reached this rate. Multiple correlations of the IPI with performance ranged from .16 to .34, while MMPI correlations ranged from .05 to .16. Compared to chance classification, the IPI reduced error in "poor" 333 performance predictions in cross-validation samples by 19 percent to 52 percent while the MMPI rates were 8 percent to 38 percent on six of the criteria studied. (Author)

ED 278 714 TM 870 144

Brody, Celeste
A Guide to Published Tests of Writing Proficiency. Second Edition.
Northwest Regional Educational Lab., Portland, OR. Center for Performance Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 70p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Language Skills; *Language Tests; *Language Usage; Profiles; Publishing Industry; Test Format; Test Reliability; *Test Reviews; Test Selection; *Writing Skills
IDENTIFIERS- *Test Publishers; Writing Samples

This monograph contains one-page profiles for 49 language usage tests for the assessment of writing. These tests are indirect measures and evaluate students ability to recognize standard English usage. The profiles are arranged alphabetically by test name. The profiles contain the following elements: (1) name of the test, (2) date of publication; (3) publisher's name and address; (4) administration time; (5) grade level; (6) trait(s) measured; (7) writing sample; (8) evidence of reliability; (9) suggested uses; (10) evidence of validity for intended usage; and (11) special conditions of availability. Three indexes follow the profiles: (1) tests by publisher; (2) tests by grade level; and (3) tests with writing samples. The profiles are designed to facilitate a general screening of available test options. Before making any final test selection decision, additional informatiohn should be obtained from test publishers, and factors concerning test reliability, test validity and test logistics should be evaluated. (JAZ)

ED 278 727 UD 025 248

Casserly, Michael; Stevens, Floraline, Comps.
Dropouts from the Great City Schools Vol. 1. Technical Analyses of Dropout Statistics in Selected Districts.
Council of the Great City Schools, Washington, D.C.
PUB DATE- Nov 86
NOTE- 35p.; Table 2, pages 15-16, contains marginally legible print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- Adolescents; Definitions; *Dropout Research; *Dropouts; High Schools; High School Students; *Research Methodology; *Statistical Analysis; Statistical Studies; Statistical Surveys; *Trend Analysis; *Urban Schools

To address the important issue of dropouts from their schools, the Council of Great City Schools undertook a major research effort to make sense of the disparate ways in which cities keep their dropout data, and to advise various policy makers on the development of common metrics for measuring the problem. A survey of Council member schools revealed the following: (1) eleventh graders consistently show the second highest rates while tenth or twelfth graders are more likely to drop out; (2) Native Americans and Hispanics have the highest overall dropout rate; and (3) dropout rates for males are consistently higher than those for females. Beyond these demographic characteristics, the Council's survey did not yield enough usable data to analyze. Data collected include age of dropouts, language status, track in school, and reasons for dropping out. Data in the latter area yielded particularly useless information, and it is suggested that questions in these areas be dropped until a satisfactory metric is worked out. While the goal of developing a common metric was not met in the short-term, the Council contributed to the debate on how to frame a national dropout study (a provision of the Dropout Prevention and ReEntry Act), helped the General Accounting Office collect and analyze dropout data, and helped the Council of Chief State School Officers create an acceptable definition of "dropout." Appendixes contain a list of Council districts responding to the survey with usable data, a list of denominators used by districts to calculate the dropout rate, and copies of dropout survey summary forms A and B. (LHW)

ED 278 624   SP 028 461

Long, A. F.; And Others
Investigating Practices in Health Manpower Planning. Report on a Country Manpower Planning.
World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
REPORT NO.- ISBN-92-890-1044-4
PUB DATE- 86
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *Health Personnel; Health Services; *Long Range Planning; *Primary Health Care; *Program Development; Research Methodology
IDENTIFIERS- *British National Health Service

This paper reports on a one-year study supported by the European Regional Office of the World Health Organization. The aims of the study were to develop a methodological approach to identify national practices in health manpower and, in particular, health manpower planning, and to explore them in relation to the European "health for all" strategy. The British National Health Service was used as a case study. The project's objectives and methodology are outlined, and the main findings of the study are reviewed. The paper concludes by suggesting the applicabilty of the methodology to studies in this area and possible modifications to explore primary health care more directly. A copy of the questionnaire used in the study is appended as well as a report on a workshop on Health Manpower Development held at the University of Leeds (England) in February, 1985. (Author/JD)

ED 278 672 SP 028 603

Simmons, Joanne M.; Sparks, Georgea Mohlman
Using Research to Build Professional Thinking & Reflection Concerning Staff Development and Classroom Teaching Practices.
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Inservice Education; Instructional Improvement; *Research Utilization; *Staff Development; *Teacher Effectiveness; *Theory Practice Relationship

This paper describes and analyzes the relationship of research and practice and the goals and processes of staff development. It considers how a more clinical, developmental, and professional approach can help classroom teachers and staff developers use research on effective teaching and staff development in a reflective and analytical manner. It is pointed out that research findings can offer a teacher a framework within which an innovation may be adapted to meet the needs of specific classroom settings, becoming a tool to help the teacher rather than a prescription to be followed blindly. Research on inservice education is cited to illustrate the way teachers may be trained to implement changes into classroom practice. The training processes most effective in producing specific behavior changes in the classroom include the following five steps: (1) presentation of theory; (2) modeling of practices; (3) practice with new behaviors; (4) feedback; and (5) coaching in the classroom. With the perspective in mind of using research to help classroom teachers and staff developers to think more reflectively and analytically about their practices, a detailed description is given of a program in which classroom teachers and researchers on effective teaching were brought together. This program at the College of Education at Michigan State University, The Master of Arts-Classroom Teaching program (MA-CT), has been in effect for the past 15 years. (JD)

ED 278 757 UD 025 337

Garcia, Frank, Jr.; Ybarra-Garcia, Melva
Strategies for Counseling Chicanos: Effects of Racial and Cultural Stereotypes.
Washington Office of the State Superintendent of Public Instruction, Olympia. Office for Equity Education.
PUB DATE- Aug 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Counseling; *Counselor Attitudes; Cultural Differences; Elementary Secondary Education; *Ethnic Stereotypes; *Family Role; Hispanic American Culture; Immigrants; *Mexican Americans; Social Science Research; Social Values
IDENTIFIERS- *Chicanos

This manual acquaints non-Chicano school counselors and educators with the difficulty of counseling Mexican American students due to the racist manifestations of cultural and racial stereotypes. Chapter 1, a general introduction, argues that counselors have often failed to effectively reach Chicano students because they have been insensitive to cultural differences, and have accepted the North American stereotypes about Mexican people. Moreover, many counselors have been influenced by social science literature that fails to create a realistic understanding of Chicanos and Mexicans as an ethnic group. Chapter 2 examines that literature and concludes that the Chicano and the Chicano family have been viewed and accepted in a vacuum, without consideration of the varied factors which continually influence them. Familial roles are superficially analyzed, theoretically and empirically, and a variety of factors such as socioeconomic status, level of education, and area of residence are not taken into account. The survey of research focuses on these themes: the values and structure of the Chicano family; the colonization of the Mexican people; the role of machismo; the myth of Chicano passive acceptance; the Chicano orientation toward cooperation and obligation; time orientation; and ethnic identity and the Chicano movement. Finally, Chapter 3 presents specific guidelines for counseling Chicanos, and includes a summary of a minority identity development model. In general, counselors are advised to be open to different and non-traditional approaches. (KH)

ED 278 609 SO 017 950

Marker, Gerald W.
Including Science/Technology/Society Issues in Elementary School Social Studies: Can We? Should We?
PUB DATE- Feb 87
NOTE- 20p.; Paper presented at the National Science, Technology, Society Conference (2nd, Washington, DC, February 6-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Controversial Issues (Course Content); *Curriculum Enrichment; Elementary Education; Science Education; *Scientific Literacy; *Social Change; Social Environment; *Social Studies; Sociocultural Patterns; Socioeconomic Influences; *Technological Literacy; Technology

The focus of the curriculum in the elementary schools today is on reading, writing, and mathematics, an emphasis reinforced by state competency testing programs. This trend is lamented by science and social studies educators who argue that one of the major goals of today's education should be to produce citizens who are technologically literate. This requires that: (1) students understand the link between technology, themselves, and society in general; (2) elementary students understand the relationship between technology and social change; (3) students understand that most science/technology/society (S/T/S) issues involve conflicting assumptions, interpretations, and opinions; (4) students should not feel powerless in the face of complex S/T/S issues; and (5) youngsters should come to value a scientific approach to understanding their world and universe. Topics addressed include: the unique contributions of history and social science, the area of values and S/T/S, and the question of how to move S/T/S into elementary social studies. (BZ)

ED 278 640 SP 028 537

Didham, Cheryl K.; Kortokrax-Clark, Deborah
Teacher Education Recruitment: A Comprehensive Marketing Approach.
PUB DATE- Feb 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (67th, Houston, TX, February 15-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Marketing; *Minority Groups; Preservice Teacher Education; *Schools of Education; *Student Recruitment; *Teacher Education Programs
IDENTIFIERS- Bowling Green State University OH

Due to a declining enrollment and a predicted teacher shortage, a specific student recruitment plan was implemented at Bowling Green State University (BGSU) in Ohio. This helped foster a 26 percent increase in teacher education enrollment. With the understanding that an institution must find out what its public expects and what their perceptions are of its offerings, continuous research has been conducted on BGSU graduates through a 5-year follow-up study. Coupling this with other studies conducted on campus from freshmen to senior levels, certain strategies were outlined. Close communication with the Admissions Office was necessary so that duplication of effort would not occur. A marketing strategy was then developed in response to the university's strategic plan, mission statement, and market research. This paper outlines specific goals for BGSU, and discusses efforts to increase minority recruitment, targeted specifically at Hispanic and Black students. A chart illustrates the organizational timeline for recruitment activities. (JD)

ED 278 743 UD 025 321

H.R. 3042, The Dropout Prevention and Reentry Act. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session (Washington, DC, May 20, 1986 and Chicago, IL, June 12, 1986).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 86

NOTE- 194p.; Serial No. 99-119.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Continuation Students; Dropout Characteristics; *Dropout Prevention; *Educational Policy; *Federal Programs; Hearings; *High Risk Students; Instructional Improvement; Minority Group Children; *Resource Allocation; School Effectiveness; Secondary Education; Urban Schools

IDENTIFIERS- Congress 99th

This hearing was held to receive testimony related to H.R. 3042, the Dropout Prevention and Reentry Act, which would initiate a new Federal program of grants to school districts to mount demonstration programs. The programs would focus on the following: (1) identifying high risk students and preventing them from dropping out; (2) encouraging youth who have already dropped out to reenter school; and (3) developing model systems to collect information on the numbers of dropouts and their reasons for leaving school. The bill authorizes $50 million for fiscal year 1987 and such sums as necessary for the three succeeding years.

Statements and materials by 27 witnesses are included. Comments focused on the following points: (1) the alarming numbers of dropouts in urban areas, and among minority groups and the disadvantaged; (2) the need for a uniform definition of "dropout"; (3) consequences of dropping out in unemployment, crime, and welfare assistance; (4) lack of knowledge about which programs are effective; (5) the importance of public-private partnerships in dealing with the problem; and (6) dropout characteristics. Witnesses were unanimous in support of the bill. (PS)

Ryan, Doris W.
Developing a New Model of Teacher Effectiveness. Lessons Learned from the IEA Classroom Environment Study. Research Brief.
Ontario Inst. for Studies in Education, Toronto.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-1895-3
PUB DATE- 86
NOTE- 85p.
AVAILABLE FROM- Publications Sales, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6; Publications Services, 880 Bay Street, 5th Floor, Toronto, Ontario M7A 1N8.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; *Cognitive Development; Elementary Secondary Education; Instructional Effectiveness;

Learning Strategies; *Teacher Behavior; *Teacher Effectiveness; *Teacher Student Relationship

The central aim of this monograph is to stimulate discussion, both of the assumptions that are made about what makes one teacher more effective than another, and of the actions and decisions that are taken as a result of these assumptions. Organizationally, the monograph: (1) presents a brief overview of research on teacher effectiveness; (2) provides an overview and summary of the International Association for the Evaluation of Educational Achievement (IEA) study of the relationships between teaching practices and classroom activities and student cognitive and affective learning; and (3) discusses the development of a new model of teacher effectiveness that grew out of the experiences in the international study. The first section provides the context for understanding the assumptions that provided the driving force for the IEA study, and the second section provides the context for understanding why some of these assumptions are open to question. Six pages of references are included. The appendix is an index to the instruments used, by constructs/variables. (JD)

ED 278 715 TM 870 145

Enger, John M.

A Microcomputer System to: (1) Generate Questionnaires from an Item Bank and (2) Analyze Response Data.

PUB DATE- Nov 86
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Testing; *Data Analysis; Elementary Secondary Education; *Item Banks; *Microcomputers; Program Development; Program Evaluation; *Questionnaires; Rating Scales; Research Methodology; School Districts; School Surveys

Under the impetus of a mandate by the Arkansas legislature to utilize survey data in program planning, a microcomputer system was developed to facilitate the convenient collection and analysis of questionnaire responses. The Questionnaire Generator/Analyzer is divided into four sections to: (1) provide a bank of questionnaire items in ten topic areas; (2) generate master copies of questionnaires for four reference groups; (3) provide an efficient means for data entry; and (4) analyze response data for separate and combined response groups. Master copies of questionnaires are generated in an established format by first selecting scaled items from the questionnaire item bank. The data entry option in the Questionnaire Generator/Analyzer provides efficient recording of item response data entered by the previously identified groups and sub-groups. Data analysis of questionnaire responses are done by questionnaires and by item for separate and combined groups. A flag is selected upon which the analysis of the scaled questionnaire item is conducted. This flag is the percentage of responses which disagree with the particular questionnaire item. Flagged items can be reviewed with a number of options to consider, such as changing the program, changing the personnel, emphasizing the topic in program planning, changing the questionnaire, or no change. The efficiency and the speed of the system is illustrated in the case of four quesionnaires for two school districts. (JAZ)

ED 278 728 UD 025 292

Dropouts, 1980-1984. Summary Report. Revised.
Sacramento City Unified School District, Calif.
PUB DATE- Aug 85
NOTE- 9p.; For a related document, see UD 025 293.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- *Academic Persistence; Attendance; *Dropout Characteristics; *Dropouts; Educational Assessment; Educational Trends; High Schools; *High School Students; *Minority Group Children; Out of School Youth; School Effectiveness; Truancy
IDENTIFIERS- *Sacramento City Unified School District CA

The report presents results of a computer summary of Sacramento City Unified School District data on high school level dropouts for the four school years from 1980 to 1984. The district dropout rate fluctuated mildly from 1980-83; from 1982-83 to 1983-84, however, there was a drastic decline in the dropout rates. Each regular high school showed a decrease in the number and rate of dropouts during the 1983-84 school year. Possible reasons include the following: (1) schools now consider the dropout issue of priority concern; and (2) close follow-up procedures on truancy and absenteeism are being employed by the school site personnel. Independent study schools showed a greater dropout rate than traditional high schools. Ninth graders have less tendency to drop out than do tenth, eleventh and twelfth graders. In 1983-84, however, more ninth graders were dropouts, but there was a significant decrease in the droooout rate of twelfth graders. More males drop out than females, but for the years 1980-84, the percentage of females who dropped out increased, while that of males decreased. A greater percentage of dropouts were non-Hispanic whites (40.2 percent), followed by Blacks (24.7 percent), then Hispanics (23.8 percent), Asians (10.2 percent), and American Indians or Alaskans (1.1 percent). (PS)

ED 278 673 SP 028 605

Universal Child Immunization Act of 1986. Report to Accompany S. 1917. Senate, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C.

REPORT NO.- Senate-R-99-385

PUB DATE- Aug 86

NOTE- 7p.; Calendar No. 806.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Children; Developing Nations; *Economic Factors; Federal Legislation; *Foreign Countries; *Immunization Programs; *International Programs; Program Costs

IDENTIFIERS- Congress 99th

This bulletin reports on amendments and recommendations pertaining to the Foreign Assistance Act of 1961. The purpose of the "Universal Child Immunization Act of 1986" is to authorize appropriations of additional foreign assistance funding for the Child Survival Fund and to assure that the additional resources will be directed primarily toward child immunization programs. The report includes statements on major provisions of the bill, background, committee actions and comments, and changes to be made in the existing bill. (JD)

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